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ABSTRACT

Included in this English translation of an annotated bibliography are 113 items citing books and articles in Serbo-Croatian that contain information about Yugoslavian educational resources and school systems. Works cited refer to history, research, educational development, reform, staff training, and various levels of the Yugoslavian educational system. Curricula, audio-visual aids, physical education, problems in education, management and financing, legislation, and educational statistics are also covered. The publications cited appeared in 1969. (RL)

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SELECTED BIBLIOGRAPHY OF YUGOSLAV EDUCATIONAL MATERIALS

Vol. 5, No. 4, 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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I. HISTORY OF EDUCATION

276. KRNETA, Ljubomir: Jedan vek postojanja osmogodišnje škole u Sloveniji (Eight-Year Elementary Schools in Slovenia Celebrate Their 100th Anniversary), *Prosvetni pregled,* Beograd, 1969, No. 25, p. 5.

One of the most important cultural events this year is the 100th anniversary of the founding of eight-year compulsory elementary education in Slovenia. In this article the author describes some events linked with the history of Slovenia schooling, and emphasizes that the struggle for a Slovenian national school, and especially the battle for compulsory elementary education, was an integral part of the attempts of the Slovenian people to win its national emancipation.

277. MALTAR, K.: Pedesetogodišnjica gimnazije u Ogulinu (The Fiftieth Anniversary of the Ogulin Gymnasium), *Školske novine,* Zagreb, 3 October 1969, Vol. 20, No. 19, p. 16.

The "Djuro Kosanović" Gymnasium in Ogulin will celebrate the fiftieth anniversary of its founding on 11 and 12 October 1969. The activities of this school, which has operated almost without interruption since 1919, can be seen in the wealth of school documentation. In addition to its educational activities, the school has devoted much attention to the expansion of progressive ideas and the elimination of cultural backwardness in this area. Following the liberation of Yugoslavia, favorable conditions were created for the overall cultural activity of the school, whose teachers and pupils are earnestly engaged in the battle against illiteracy. Taking all this into consideration, the school has affirmed its position as the most important institution in the city and its surroundings.

278. 50-godišnjica slovačke gimnazije u Vojvodini (The Fiftieth Anniversary of the Founding of the Slovakian Gymnasium in Vojvodina), *Spektar,* Beograd, 1969, No. 34—35, p. 5.

This autumn the fiftieth anniversary of the founding of the gymnasium for Slovaks in Vojvodina was celebrated in Bački Petrovac. Over one thousand persons were graduated from this school and over 200 elementary school teachers finished their preparatory training there. A meeting will be held on 5 and 6 October in Bački Petrovac on the theme: "The Petrovac Gymnasium in the Development of Slovakian Culture in Vojvodina."

Scientists from Novi Sad, Bački Petrovac, Beograd, and Bratislava will participate in this meeting.

279. *Sedam decenija Učiteljske škole u Svetozarevu* (The Seventy-Year History of the Teacher Training School in Svetozarevo), Svetozarevo, Učiteljska škola "Sreten Adžić," 1969, p. 245.

The Teacher Training School in Svetozarevo (this city was earlier called Jagodina) was founded on 14 December 1898 as the Jagodina Male Teacher Training School. This brochure presents, by stages, the life of this school in the last seventy years: from its founding in 1898 to 1918; from 1918 to 1940; and from 1941 to 1969. The syllabi and curricula, teaching aids, textbooks, and pupil achievement are described for all three periods. Information is also given on the extracurricular activities of the pupils (on pupil societies and the youth organization) and school buildings (dorm, practice rooms, school property, and the school park). One section of the brochure is devoted to the principals, teachers, and pupils of the school throughout all three periods. A biography is given of the founder of the school, Sreten Adžić, and of seven of its foremost principals and teachers; a list was compiled of the names of the pupils who received their diplomas from this school from the time of its founding to the 1968—69 academic year, as well as a list of the pupils who gave their lives in World Wars I and II.

280. ŽNIDAR, Vincenc: 100 godina obavezne osmogodišnje škole u SR Sloveniji (The One-Hundredth Anniversary of Compulsory Elementary Education in the Socialist Republic of Slovenia), *Pedagoški rad*, Zagreb, 1969, No. 7—8, pp. 404—405.

"The Slovenian School Museum" in Ljubljana organized a successful exhibit in honor of the 100th Anniversary of the Founding of Compulsory Elementary Education in the Socialist Republic of Slovenia. The wealth of documentation and material placed on exhibit show the development of elementary education in the Slovenia ethnic area: the first stage covers the period from 1869 (on 15 May the Austro-Hungarian Parliament adopted a law prescribing that healthy children between the ages of 6 and 14 must attend school every day) tu 1918, when Slovenia became an integral part of the United Kingdom of Serbs, Croatians, and Slovenians. In the second stage (the period between the two world wars), the elementary and higher national schools were unified in Slovenia. The Partisan Schools during the National War for Liberation were represented as the third stage of development in Slovenian schooling. In the fourth stage, we see the changeover to a uniform eight-year elementary school before and after the school reform in 1958 and its development up to the present. The Republic of Slovenia is celebrating this 100th anniversary with the opening of one hundred new school buildings.

II. EDUCATION RESEARCH

281. CVIJIĆ, Zvonimir: Primjena metodologije pedagoškog istraživanja u radu prosvjetno-pedagoške službe (The Application of Educational Research Methodology in the Work of the Educational Advisory Service), *Pregled i iskustva u reformi školstva*, Zagreb, 1969, No. 3, pp. 1—5.

The chapters in this article are: Educational Methodology in Comparison with the Methodologies of Other Social Sciences; Fundamental and Operational Investigation in the Work of the Educational Advisory Service; Time Plan for Investigations by the Educational Advisory Service; Stages in Investigation and the Work Plan of the Educational Advisory Service; Methods, Procedures, and Instruments-Statistics; Conclusion. This article is accompanied by a list of literature used. The list contains thirteen bibliographic items.

282. *Odgoj, škola — religija, crkva* (Training, School — Religion, Church), Zagreb, Školske novine and "Polet", 1969, p. 259.

This book presents material from the symposium organized by the newspapers "Školske novine" and "Polet" in Zagreb on 17 and 18 January 1969 on the training function of the school and the influence of the church. The book contains the research and analytical studies reported at the symposium as well as the discussions which followed. The reports and discussions confirmed, among other things, that administrative means cannot change social factors; every vulgarization, primitivism, pressure, and improvised influence was condemned; emphasis was given to the lack of resistance in distinguishing between religion and politics, in differentiating the church, clerical organizations, and religious ceremony from antisocialist demonstrations. The concept of self-governing schools was supported, and special mention was made of its tasks in the education of future self-governing citizens as well as in the development of socialistic ethical values and the elevation of atheism to a more mature level. It was stated that every form of pressure achieves only a contrary result, i.e., encourages and develops religion. Support was given to the scientific research approach to studying religious phenomena and the influence of the church. It was established that the treatment of this phenomenon in school syllabi and textbooks is insufficiently scientific, and the need has definitely been indicated for providing broader information to pupils and teachers on this theme. It was also suggested that a Department for Sociology of Religion be opened at the University of Zagreb.

283. POPOVIĆ, Slobodan: Kvalitativna analiza sociometrijskog upitnika (The Qualitative Analysis of a Sociometric Questionnaire), *Pedagoški život*, Zrenjanin, 1969, No. 3—4, pp. 51—60.

At the end of the 1967—68 academic year an elementary school in Zrenjanin carried out a sociometric investigation on all pupils in the school (697), except for the eighth-grade pupils whose work for the semester had already been finished. This test was administered by the teachers' council in order to study the material conditions of the environment from which the pupils come. The questionnaire consisted of a number of questions such as: parental relations (divorced parents); occupation of parents, school background of parents, nationality of parents, material conditions of the family, number of family members, living standard in the family, regular school attendance, etc. The author of this article expressed the opinion that the carrying out of this investigation was worthwhile as many concrete data were obtained. The author goes on to state that he is aware, as are the other teachers, that this questionnaire represents only an indicator of a certain situation and that personal contacts between the teaching staff and the families of the pupils should be more advantageous.

284. RAKOČEVIĆ, Miloje M.: Nove mogućnosti u nastavi (New Opportunities in Teaching), *Prosvetni pregled*, Beograd, 1969, No. 25, p. 4.

The author of this article points out the new elements which originated in the teaching process when man stepped into the new, Moon Era. It is believed that pupils in the future will speak differently about the Moon, that this theme will find its place in all teaching disciplines, for example, in physical training, as a new justification for this subject; in mathematics and physics — with the possibility of using numerous data and examples from lunar flights for solving various problems and interpreting physical laws; in home economics — counting the calories in the lunches prepared for the cosmonauts, for their "Moon Feast."

285. Uspešno sprovedeno vrednovanje osnovnih škola u Gospiću (The Successful Implementation of Assessment of Elementary Schools in Gospić), *Školske novine*, Zagreb, 1969, No. 24, p. 6.

The assessment of all elementary schools in the Municipality of Gospić was carried out between 27 May and 15 June 1969. This assessment differed greatly from all the preceding ones as it was carried out by the teachers themselves (earlier, this was done by appointed organs and services). On a decision made by the Municipal Educational Community, commissions were formed to make the preparations for this project. Subject teachers were appointed as investigators in schools other than their own. The assessment covered all fourth- and eighth-grade pupils. The fourth-grade pupils were tested in their knowledge of native language, mathematics, and nature study; and the eighth-grade pupils — in geography, mathematics, physics, and native language. The assessment instruments were worked out by the

Institute for the Advancement of Elementary Education of the Socialist Republic of Croatia, and the following areas were covered: leisure activities, physical and health training, the work of the professional organs of the school, further training of teachers, etc. The results achieved by each school were interpreted on a point basis, both for the tests on knowledge as well as for the other activities. A detailed analysis of the results of assessment are presented at the end of the article.

III. DEVELOPMENT OF EDUCATION

286. BIKIĆ, Ante: Stručni organi u godišnjem planu rada škole (Advisory Organs in the Annual School Work Plan), *Život i škola*, Osijek, 1969, No. 7—8, pp. 360—363.

The basic tasks of advisory organs, especially those of the teachers' council, will be decided at the end of each school year when, in summing-up the work results, it is easier to observe weakpoints as well as further needs in educational work. At this time the draft of the annual work plan will also be made and the school council, as well as the working collective, will submit their opinions and proposals. In addition to following-up the realization of fundamental elements and forms of school activities (teaching with supplementary work, leisure time activities, physical and health training, general culture, and the civic activities of the school), the teachers' council will — in accordance with annual tasks and long-term work programs — select the problematical affairs which are to be resolved. The grade council, which has the task of caring for the education of pupils in classes, has a similar program but specific elements will be more concrete. The grade council is responsible for the coordination of teaching subjects and the training influence of teachers, for analyzing the deportment and achievement of each pupil, for becoming familiar with a pupil's subjective abilities and family conditions, for the organization and follow-up of supplementary teaching, and — if the need is indicated — to cooperate at parents' meetings.

287. BIONDIĆ, Slavko: Jugoslovensko savetovanje o vrednovanju rezultata rada škola (The Yugoslav Symposium on Assessing the Work Results of Schools), *Školske novine*, Zagreb, 1969, No. 24. p. 6.

The Institute for Elementary Education and Teacher Training of the Socialist Republic of Serbia organized an inter-republic symposium on the theme: "Assessing the Work Results of Schools As a Factor in the Advancement of Educational-Training Activities." The symposium was held on 24 and 25 November in Vrnjačka Banja. After a number of reports, discussions, and proposals connected with this theme — all of which are treated in detail in the article — the following conclusions

were drawn: the system of assessment can be improved only by the close cooperation of all scientific and professional forces; knowledge tests must be strictly founded on professional and scientific bases and therefore must be administered only by professional institutions engaged in educational advancement. It was also decided that all the material from this symposium be published in a special publication.

288. ĆURUVIJA, Savo and MARENDIĆ, Katica: Razvoj školstva 1948—1968 (The Development of the School System — 1948—1968), *Jugoslovenski pregled,* Beograd, 1969, No. 6, pp. 265—270.

The development of the school system in Yugoslavia during the twenty-year period 1947—48 to 1967—68 is characterized by an especially dynamic development on all levels of education at all types of schools, and by a high increase in the number of pupils and students — both for Yugoslavia as a whole as well as for the individual republics and autonomous provinces. Some very significant changes were made in the system of education during that period. These changes occurred on the level of freeing educational institutions from state management and making policy for educational development. This article presents data on the number of schools, pupils, students, and teachers in Yugoslavia as a whole — as well as by republics — for the period 1947—48 to 1967—68. The following information is also given: on the number of pupils and students per 1000 inhabitants; on the number of 7 to 14 year-old children participating in elementary education; on the number of secondary school pupils, by republics and types of schools; on the number of advanced education institutions and students; and on the number of pupils, by republics and types of schools. A review is also presented on the material basis of education.

289. MARKOVIĆ, Mladen: Uloga Udruženja u stvaranju uslova za maksimalan razvoj stvaralačkih sposobnosti obdarene dece i omladine (The Role of the Association for Vocational Guidance in Providing Maximal Conditions for the Development of the Creative Abilities of Gifted Children and Adolescents), *Čovek i zanimanje,* Beograd, 1969, No. 124, p. 3.

The author points out that inventiveness and gifted children have been left to shift for themselves, and that a scientifically organized approach to gifted children and creativity does not exist. (This was also established at the Symposium for Inventors held in Skopje this year.) This condition is not in accordance with the needs of our times. It is stated in the article that the Association for Vocational Guidance, which gathers highly professional cadres, could be an important organizer in offering assistance to gifted children and adolescents and in creating the conditions which willi lead to maximal creativity. One of the prerequisites for offering such assistance

is the need for the Association to uncover talent as early as possible. The author concludes that organized assistance for gifted children — without material resources — should be one of the major activities of the Association for Vocational Guidance.

290. Program rada Prosvetno-kulturnog veća Savezne skupštine (The Work Program of the Educational-Cultural Council of the Federal Assembly), *Kulturni život*, Beograd, 1969, No. 11, pp. 968—980.

The guidance work program of the Educational-Cultural Council of the Federal Assembly for the period September 1969 to July 1970 resulted from various discussions held at meetings of the Council and consultations with the representatives of the Federal Executive Council, Federal organizations, socio-political organizations, professional associations, and with the educational-cultural councils of Republican assemblies. This guidance program was so conceived as to include important problems in the field of education, science, and culture which are under the jurisdiction of the Federal Government. These problems will be considered in the next one-year period. This article describes all the problems with which the Council is concerned and gives a detailed explanation of who will be engaged in this work. Here we will cite only some of the areas of the work program: the position and function of education in economically underdeveloped areas; the problems of elementary education for employed adults; the issuing of the Resolution of the Federal Assembly on the System of Education and Its Financing; problems of safeguarding cultural monuments, etc.

291. R. M.: Usvojen program rada Prosvetno-kulturnog veća (The Adoption of the Work Program of the Educational-Cultural Council), *Prosvetni pregled*, Beograd, 1969, No. 29, p. 4.

The work program of the Educational-Cultural Council of the Federal Assembly for the period September 1969 to July 1970 envisages the issuing of a resolution on the development of education on the basis of self-government. Other problems in the area of education will be deliberated by the Council — from investments in education and the application of the new system of financing education to analyses of autonomous legislature, the material position of pupils and training work in educational institutions, and the problem of illiteracy among employed adults. It was emphasized that in the area of culture attention should be devoted to problems concerning the socio-economic position of cultural activities, and that the preparations for the resolution on the further development of culture should be approached from the aspect of self-government relations. A good part of the activities will be devoted to the revision and codification of federal legislature connected

with problems to be considered by the Council in accordance with constitutional amendments.

292. Rezolucija o obrazovanju i vaspitanju (Resolution on Education), *Spektar*, Beograd, 1 August 1969, Vol. 4, No. 30, p. 5.

It is expected that one of the first tasks of the Educational-Cultural Council of the Federal Assembly this autumn will be to issue a resolution on the system of education in Yugoslavia. It is believed that the resolution will be made in October or November, after the working group has considered all the problems involved and the final proposal for the resolution. The working group was formed by the Board of the National Council for Education, Science, and Culture; the Federal Council for Education; and the Board of the Educational-Cultural Council. The draft of this resolution has already been presented for public discussion and has been deliberated by many socio-political organizations — from the Socialist Council of the Working People of Yugoslavia to the League of Youth. This is the first time that the system of education as a whole has been considered on an all-republic basis.

293. Smanjiti obaveze nastavnicima biologije (The Need to Reduce the Obligations of Biology Teachers), *Školske novine*, Zagreb, 1969, No. 19, p. 11.

The Third Yugoslav Congress of Biologists was held in Ljubljana. In addition to a large number of experts from both Yugoslavia as well as from other countries who are in various ways connected with biology, many elementary and secondary school biology teachers also attended the Congress. They were most interested in the educational section -- where problems of biology teaching were treated. The reports and discussions pointed out the presence of numerous problems (heavy teaching syllabi, etc.). However, it was established that the conditions for solving these problems are much better now than they were at the time the Second Congress was held (more teachers and textbooks). The need was also emphasized for continuous further training for biology teachers as their work must be accompanied by a high level of professional knowledge. An exhibit of biological literature and field excursions were also organized as part of the Congress. Three large groups of participants went to different areas of Slovenia where, along with the natural beauty of the country, they became acquainted with significant elements of flora and fauna.

294. *Vrednovanje rada osnovnih škola* (Assessing the Work of Elementary Schools), Editors: Slavko Biondić and Dragutin Gliha, Zagreb, Zavod za unapređivanje osnovnog obrazovanja SR Hrvatske, 1969, p. 118.

The complex system of assessing the work of elementary schools, prepared by the educational advisory service, elementary school communities, and educational communities, was experimentally applied for the first time at the end of the 1968—69 academic year in Croatia. The assessment of elementary school work is intended to be one of the many means of continuously encouraging school collectives to improve the quantitative development of education. This publication contains analyses of the assessment of elementary school work implemented in 56 of a total of 105 municipalities in Croatia with the use of special measuing instruments. The conclusions drawn on the introduction of assessment in the 1969—70 school year are also given. This material goes on to treat the social, economic, and educational bases for assessing the work of elementary schools, to present the system of assessment applied and its instruments, first results, experience and rating, weakpoints, and problems which seek their solutions in the further development of the assessment system.

295. Zaključci Jugoslovenskog savetovanja na temu „Uloga porodice u vaspitanju i socializaciji mladih" (The Conclusions of the Yugoslav Symposium on the Theme "The Role of the Family in the Training and Socialization of Adolescents"), *Pedagoška stvarnost,* Novi Sad, 1969, No. 8, pp. 546—549.

The Yugoslav Council for Child Welfare and Training organized an inter-republican symposium in Novi Sad in March 1969. Current problems on the role of the family in the training and socialization of adolescents were deliberated at this symposium. Emphasis was given to the social and educational significance of the family in the training and socialization of young people, especially during the early period of life. It was pointed out that child welfare and training is developing very slowly in social policy, and numerous forms of social aid to families in bringing-up children, in providing equal conditions for the welfare, education, and social life of all young people are seriously lagging behind. In this connection, the need was stated at the symposium for more initiative on the part of the society in the development of all forms of direct decision-making. Special attention was given to the problem of the working mother, as well as to other phenomena in the modern family which are characterized by new relations in the family. It was proposed that all the material resulting from this sumposium be made available to the public.

IV. SCHOOL REFORM

296. Beogradski univerzitet prelazi sa pet „koloseka" na jedan (The University of Belgrade Goes over to One "Track" Instead of Five), *Politika,* 22 December 1969, Vol. 116, No. 20193, p. 6.

At the Annual Assembly of the Association of University Teachers and Other Scientific Personnel of the Sccialist Republic of Serbia, which was held on 21 December in Belgrade, the President of the Association — in speaking of the need to finally take concrete measures for the University reform — proposed the establishment of a work group on the Yugoslav level. This group would be composed of three professors and one student from each university and three representatives from non-teaching personnel connected with the three largest university centers. The purpose of this group would be to prepare a draft on the reform. In supporting this proposal, the Dean on the University of Belgrade stated that in January 1970 the University would go over to one "track" instead of five. Until now, the reform of the University has been discussed at the University Council, the University Commission of the League of Communists, the Union, the Students' Organization, and the Association of University Teachers. In the future, however, this will become the task of one group of persons.

297. BEZDANOV, Stevan: Kakav nam je sistem obrazovanja i vaspitanja potreban? (What Kind of Educational System is Needed?), *Naša škola*, Sarajevo, 1969, No. 7—8, pp. 397—403.

It is the author's opinion that with the closing of the public discussion on Themes for the Further Development and Advancement of the System of Education we have what is actually the beginning of general activities for the solution of numerous problems in the field of education. These problems are itemized by the author. In the following chapters the author presents his standpoints on what kind of educational system is needed: Against One-Sided Observation and Interpretation of Complicated Social Phenomena; Permanent and Integral System of Education — An Imperative Factor in Our Further Development; On Certain Integral Elements in the System of Education.

298. KLEMENČIČ, Dr. Tone: Reforma visokog školstva sa gledišta društveno-privrednog razvoja (The Reform of Advanced Education from the Standpoint of Socio-Economic Development), *Univerzitet danas*, Beograd, 1969, No. 7—8, pp. 7—14.

The problem of adapting advanced education to new socio-economic developments is becoming increasingly acute. Therefore, in this article the author cites some of the more essential problems of the advanced education reform from the standpoint of socio-economic development. These are: integration processes in the economy and the problem of integration and restructuralization of advanced education; the principle of complementary relationship between the university and its various schools; the need to develop inter-disciplinary studies; the university school in the function of coordinating educational

and scientific work; the connection between university teaching staff and the resolution of problems in the area of social development (in the economy and in social service administration); the improvement and selection of advanced education cadres; the integration of teaching subjects and departmental functions; the possibilities of using foreign technical literature.

299. Želimo da student bude prorektor (We Want a Student to be Assistant Dean), *Mladost*, Beograd, July 1969, No. 667, p. 2.

This article describes a discussion held with the President of the University Board of the Yugoslav League of Students in Zagreb. Among other things, the President stated that the present proposals made by students are actually criticisms on the work of the group of persons in the Dean's Office who prepared the project for reform of the University. A definite stand will be taken in the autumn, when all the students can assemble. The criticisms mostly relate to the proposal made by this group for so-called "university sections" for individual scientific fields. The students' conception is that these "sections" should gather scientists, regardless of where they work, as the purpose of these "sections" is an operational concentration of knowledge and not a territorial one. In answer to the question on the students' stand on financing, the President stated that the students support the financing of programs (scientific and research) and not university departments. Concerning self-government, the students are seeking at least one-third participation in university bodies.

V. TEACHER TRAINING AND TEACHING STAFF

300. BENCETIĆ, Marija: Uspešan rad Podružnice Hrvatskog filološkog društva (The Successful Work of the Karlovac Subsidiary of the Croatian Philological Society), *Školske novine*, Zagreb, 1969, No. 24, p. 10.

Within the framework of the varied activities of the Karlovac Branch of the Croatian Society of Arts and Letters, the idea was offered to establish a subsidiary of the Croatian Philological Society. The need was felt in this city — with its numerous schools and educational personnel — to gather together both native and foreign language teachers for the purpose of expanding their further training, an indispensable factor in the modern educational work of our schools. The Croatian Philological Society, in cooperation with the Institute for the Advancement of Teaching of the Socialist Republic of Croatia, has set for itself the essential task of offering professional assistance to elementary and secondary school teachers. The author states that as a part of the activities of the Subsidiary several lectures have been organized in the field of linguistics

and on the present state of the Serbo-Croatian literary language. Those persons attending the lectures also received a great deal of written material concerning the subjects of the lectures.

301. IRBOVIĆ, Ž.: Kako do nastavnika za tehnički odgoj u gimnazijama (Insufficiency of Technical Training Teachers in Gymnasiums), *Školske novine*, Zagreb, 1969, Vol. 20, No. 24, p. 3.

At a meeting held in Sarajevo on 28 June 1969 the Assembly of the Yugoslav League of Technical Education Teachers considered various problems concerning technical education in gymnasiums. The most important of these was the insufficiency of qualified teaching cadres for this subject in gymnasiums. It was decided to establish a committee which would investigate the possibilities of opening secondary level technical education. In September the committee paid a visit to the Higher Industrial-Educational School in Rijeka and, through talks with the dean of this school and the head of the Department for Technical Education, — learned the following: the Teachers' Council of the Higher Industrial-Educational School in Rijeka adopted, after numerous requests, a decision to open a secondary level department for technical education. A request was then submitted to the Institute for Vocational Education of the Socialist Republic of Croatia to approve this action but thus far no answer has been received. The Higher Industrial-Educational School is willing to organize these studies as it possesses the material and staff conditions necessary as well as elaborated guidance syllabi and curricula. It is expected that the Executive Board of the Yugoslav League of Technical Education Teachers will, as soon as possible, organize a symposium to which participants from all over the country will be invited to attempt to resolve this acute problem.

302. Kadrovski problemi u osnovnim i srednjim školama (Staff Problems in Elementary and Secondary Schools), *Spektar*, Beograd, 1969, No. 34—35, pp. 4—5.

In the new academic year elementary and secondary schools will encounter personnel difficulties which have arisen due to the unresolved problem of the financial status of teaching staff and regulations on compulsory professional qualifications. According to these regulations, as of 1 September lower-grade elementary school teachers (first through fourth grades) will not be able to teach subject classes, and teachers without advanced professional training will not be employed in secondary schools. Only music and physical training teachers in elementary schools have been given a one-year time limit to attain higher professional training. The schools are now faced with the problem of insufficient teachers, especially for physics and mathematics, and cannot expect to get highly trained

persons as they are better paid in the economy. The unfavorable position of educational employees in illustrated by the fact that in 1968 elementary school teachers took 48th place on the Yugoslav scale of personal incomes, and secondary school teachers — 24th place. The very small increase in national revenue funds intended for education (from 5.1% in 1963 to 5.3% in 1968) does not offer realistic opportunities to improve the financial position of teachers as the major part of these funds are used for the opening of new schools and for providing better teaching conditions for the increasing number of secondary school pupils.

303. KOBOLA, Alojz: Studij za školske pedagoge ipak na Filozofskom fakultetu (Studies for School Pedagogs at the University School of Philosophy), *Školske novine*, Zagreb, 1969, Vol. 20, No. 24, p. 2.

On 9 December 1969 the Institute for the Advancement of Elementary Education of the Socialist Republic of Croatia organized a republican symposium in Zagreb on the work methods of school psychologists and pedagogs. The participants of the symposium were made familiar with the experiences and methodological procedures used by school pedagogs and psychologists in extracurricular activities, such as: the cooperation of the school pedagog with the teachers and parents of pupils; the problem of defining the affairs of the school principal and the school pedagog; the work of the school psychologist with pupils, etc. Several important problems connected with the present and future development of the school pedagogical and psychological service were emphasized in the discussion and the conclusions of the symposium. Concerning the organization of studies for school pedagogs, earnest approval was given to the proposal made by the School of Philosophy of the University of Zagreb that a two-year specialized course be organized for school pedagogs. Candidates for this course would be teachers who have completed a Higher School of Education or a Teacher Training College and have at least five years of teaching experience, have passed the professional qualification exam, and are already working at the job of school pedagog. It was also proposed that methods of training work in the school be discussed at the next symposium.

304. Program obaveznog stručnog usavršavanja nastavnika (Program for Compulsory Further Training for Adult Education Teachers in the Socialist Republic of Croatia), *Andragogija*, Zagreb, 1969, No. 6—8, pp. 92—93.

On the basis of the Law on Further Professional Training for Teachers, issued in 1967, the Educational Council of the Socialist Republic of Croatia prepared programs for special forms of further professional training and for the regulation of pro-

fessional qualification exams. According to these programs, which become effective on 1 September 1969, teachers in adult education institutions will be obligated to, in the course of their first two years of work, complete the first cycle of training: 1. Thirty-day trainee period; 2. Introductory adult education seminar — 50 lessons; 3. Professional-adult education seminar — 50 lessons; and 4. Professional qualification examination. The following themes are covered in the seminars: The Aims of the System of Education in Yugoslavia; Developmental Adult Education Psychology; The Basics of Adult Education; General Methods of Educational Work with Adults; The Organization of Adult Education; Sociology of Adult Education. The professional qualification exam consists of a written and oral part. The second cycle of training for adult education is elaborated by the educational institutions themselves.

305. Programi stručnog usavršavanja nastavnika (Programs for Further Teacher Training), *Prosvjetni vjesnik*, Zagreb, 1969, No. 6, pp. 94—116.

In 1967 the Assembly of the Socialist Republic of Croatia issued the Law on Further Teacher Training, and in June 1969 the Educational Council of the Socialist Republic of Croatia prepared a program for special forms of further teacher training. The system of further teacher training represents a continuous process which can be divided into two cycles. The first cycle is intended for all teachers until they pass their professional examination or, as a rule, by the time they have completed five years of work experience. The second cycle is intended for all other teachers. The first cycle of further training includes: a) teaching trainee period; b) introductory educational seminar; c) practical teaching work; d) professional-educational seminar or professional consultation; and e) professional examination. Programs for further training are given separately for: preschool institutions, elementary school, secondary schools, art schools, special schools, adult education institutions, school pedagogs, and school psychologists. The organizers of further teacher training are: the school or educational institution, teacher training school, university school of education, and the educational advisory service.

VI. 1. Preschool Education

306. PJEŠČIĆ, Mileva: Osnovne koncepcije novog programa vaspitno-obrazovnog rada u predškolskim ustanovama (The Basic Concepts of the New Program for Training-Educational Work in Preschool Institutions), *Pedagoška stvarnost*, Novi Sad, 1969, No. 7, pp. 416—421.

This article treats the Program prepared by a group of educational advisers for preschool education from the Institute

for Education and Teacher Training of the Socialist Republic of Serbia, the Institute for the Advancement of Elementary Education of the Socialist Republic of Croatia and the Socialist Republic of Montenegro, as well as a group of experts in various fields. The first proposal for the Program was published in 1967 and given to a specific number of preschool institutions for a one-year try-out. In the course of this one-year experimental period the criticisms of those who applied the Program were collected. These criticisms were taken into consideration in the final correction of the Program which, at the XIth Meeting of the Educational Council held on 25 December 1968, was adopted as a norm act which all preschool institutions are obligated to put into operation as of September 1969. The Program has three principal parts: Part I treats general problems; Part II contains the content or Program-matter; and Part III — the general conditions for successful realization of the Program. In this article the author gives an exhaustive account of the fundamental bases of this Program: bases of a psychological and educational nature.

307. ŠEĆEROV, Mata: Novi program vaspitno-obrazovnog rada u predškolskim ustanovama (The New Syllabus for Educational Work in Preschool Institutions), *Pedagoška stvarnost*, Novi Sad, 1969, No. 8, pp. 543—545.

The Educational Society of Vojvodina organized a seminar for educators, representatives of educational advisory institutes, and training schools for nursery teachers in preschool institutions. The purpose of this seminar was to review the basic conceptions of the new syllabus for educational work in preschool institutions. The new syllabus was adopted in its entirety and given full support because it contains educational content which are in accordance with the psycho-physical abilities of the preschool child and demands a systematic, inventive educational process in all institutions; the syllabus guides teachers so that they may completely avoid — through play, work, rest, and subject periods with children — drilling and verbalism in training of the young. Among other things, discussion was devoted to the present abilities of nursery school teachers to apply this new syllabus, and that the secondary level of educational background for nursery school teachers is not sufficient for modern needs. It is necessary that their educational training be on a higher or even advanced level and that concrete changes in this light can be made by holding specialized seminars for teachers where key themes would be elaborated concerning the new syllabus.

308. TOLIČIĆ, Dr. Ivan: Uticaj male škole na spremnost dece za polazak u školu (The Influence of "Little Schools" on Children's Readiness to Begin Elementary School), *Porodica i dijete*, Sarajevo, November 1969, No. 11, pp. 8—9

This article presents the results of an investigation which the author and his co-workers carried out in the last few years for the purpose of proving that the criterium used for determining maturity for school, i.e., age, is not sufficient. The data of the Republican Secretariat for Education of the Socialist Republic of Slovenia show that the percentage of repeaters in the first grades of elementary schools is proportionally high (in the 1955—56 academic year — 17% repeaters, and in 1962—63 — 8.2%), as is the percentage of children who do not complete eight-year elementary school in the prescribed time-period (37% in recent years, and even higher in earlier years). This investigation showed that the children living in urban centers achieved, on the average, much better results than those from small rural areas. This is explained by the fact that various elements (level of education of parents, environmental influence, nursery school experience) have a significant influence on child development in preschool years. The fact that a proportionally low number of children are able to attend nursery school (about 12% in the Socialist Republic of Slovenia) caused the author and his co-workers to request the establishment of a preparatory year before beginning school. This preparatory year, during which time the children work according to a shortened syllabus, has been called "little school" by the author. A new investigation was organized to confirm the success of these "schools," and the results showed that all children who attended "little schools" achieved significant progress on the tests for school beginners.

VI. 2. Elementary Education

309. BOŠNJAK, Tane: Rad aktiva direktora osnovnih škola na području Zavoda za unapređivanje osnovnog obrazovanja Osijek (The Activities of Work Groups Composed of Elementary School Principals on the Territory of The Institute for the Advancement of Elementary Education in Osijek), *Život i škola*, Osijek, 1969, No. 5—6, pp. 243—247.

This article gives a review of the activities of work groups composed of elementary school principals in Osijek in 1967 and 1968. These groups were formed by municipalities on the principle of one group for each municipality. There are, however, some exceptions — where one work group is composed of school principals from two municipalities. The work content of the groups is extremely varied. In addition to lectures on current school affairs, meetings are held for the purpose of deliberating problems connected with the everyday affairs of the school. The problem of finances is often the focal point of discussion. The themes of the lectures can be classified into three areas: school supervision and work organization; teaching and leisure

time activities; other themes connected with the functioning of a school. The article goes on to treat the relationship between work groups and the educational advisory service.

310. CVIJIĆ, V.: Nastaviće se eksperiment sa petodnevnom nastavnom nedeljom (Experiments Will Be Continued on the Five-Day School Week), *Politika*, 10 October 1969, Vol. 116, No. 20122, p. 8.

At a meeting of the Educational-Cultural Council of the Assembly of the City of Belgrade held on 9 October, the members considered the one-year experience of the "Drinka Pavlović" Elementary School and the Chemical-Technological Secondary School — which have experimentally introduced the five-day work week and have favorably assessed the first results of this innovation. In order to obtain affirmation and more reliable proof that the shorter school week has certain advantages over the present method of work, it was decided that the experiments will be continued this year. The opinion was discussed during the discussion that broader application of the five-day school week should be implemented among Belgrade schools. The proposal was made to shorten winter and summer vacations so that the academic year would begin on 1 September and finish on 30 June.

311. DJORDJEVIĆ, Jovan: Kako učenici osnovnoškolskog uzrasta procenjuju osobine svojih nastavnika (How Elementary School Pupils Assess Their Teachers), *Nastava i vaspitanje*, Beograd, 1969, No. 3, pp. 287—316.

The pupils of two Belgrade and three rural elementary schools in Serbia were tested by the procedure used by Robert Richey in his investigation. The subjects were fourth- and eighth-grade pupils. A total of 200 subjects were used in this investigation: 100 boys and 100 girls. The investigation was carried out in the 1968—69 academic year. On the basis of logical analysis and psychological content, the answers were classified into four categories: 1. answeres relating to the personalities of the teachers; 2. answers relating to the attitudes of the teachers toward the pupils; 3. answers relating to the characteristics of teachers as classroom lecturers; 4. answers relating to the characteristics of teachers as markers. On the basis of analyses made on the collected data, conclusions were drawn which the author presents at the end of the article. This is done in tabular form for the four abovementioned categories.

312. KARADŽIĆ, Tihomir: Jubilej najstarije tehničke škole u Jugoslaviji (The Anniversary of the Oldest Technical School in Yugoslavia), *Prosvjetni list*, Sarajevo, 1969, No. 347, p. 3.

The first technical school in Yugoslavia was founded eighty years ago. The school was opened by the Austro-Hungarian administration as the need for domestic technical cadres was

already strongly felt at that time. The operation of the school was interrupted in the 1906—07 academic year when the school was closed. It was reopened in the 1910—11 academic year but with only one class — building construction. The school began to develop very quickly and soon gained a wellknown reputation both in Yugoslavia as well as abroad. On looking back at the developmental path of the oldest technical school in Yugoslavia, the author states that now — after eighty years — we can freely say that this school has honorably repaid its debt to society.

313. MIĆIĆ, Čedo: Završavanje osmogodišnjeg školovanja u propisanom roku (The Completion of Eight-Year Schooling in the Prescribed Time Period), *Naša škola*, Sarajevo, 1969, No. 7—8, pp. 410—413.

The elementary school in Ljubija carried out an investigation on how many persons in one generation of pupils enroled in the first grade completed this school in an eight-year time period. The investigation was carried out on generations who enroled in the first grade in 1955, 1956, 1957, 1958, and 1959 and completed the eighth grade in 1963, 1964, 1965, 1966, and 1967. The investigation excluded those pupils who moved out of the area during the time of their schooling, and included those who moved into the area. It was established that a relatively low number of pupils complete eight-year schooling on time, i.e., in an eight-year period (the range of the tested generations in 23 to 37%), while the other pupils either leave school or are repeaters and thus fall into following generations. Although this situation is not satisfactory, it is encouraging that the number of pupils completing elementary school on time is increasing from year to year.

314. PEKUŠIĆ, Alija: Zajednica osnovnih škola u Mostary (The Community of Elementary Schools in Mostar), *Prosvjetni list*, Sarajevo, 1969, No. 347, p. 1.

Beginning with the explanation that the Council of the Community of Elementary Schools is composed of 34 members (two representatives from each of the seventeen schools in the municipality), and through its dynamic activity in the last two to three months it has undoubtedly proved itself to be an indispensable factor in inter-school relations — especially in offering opinions and proposals on many still unsolved problems, the author goes on to cite some of the successes achieved: the preparation of certain proposals for the employment of educational personnel; the request that the Educational Council of the Assembly of the Municipality of Mostar reimburse teachers who travel to and from school for their transportation expenses; the request that grade advisers receive extra pay for this duty; coordination of the norm acts of the schools, the regulation covering labor relations, internal organization, etc.;

the inclusion of adults in the literacy program. As the further work of the Community is governed by the provisions of the Statute of the Community, the author treats in detail the tasks of the Community.

315. Primjena i usavršavanje sistema vrednovanja rada osnovnih škola u školskoj 1969—70 (Application and Improvement of the System of Assessing the Work of Elementary Schools in the 1969—70 Academic Year), *Prosvjetni vjesnik*, Zagreb, 1969, No. 7, pp. 126—129.

In July 1969 the Institute for the Advancement of Elementary Education of the Socialist Republic of Croatia held a seminar at Mali Lošinj for the educational advisory service, representatives of educational communities, elementary school principals, school pedagogs and psychologists, and representatives of experimental elementary schools. The system of assessing the work of elementary schools, which was applied at the end of the 1968—69 school year in 56 of a total of 105 municipalities in the Socialist Republic of Croatia, was analyzed and rated at the seminar. In order to improve and further apply this system, certain decisions and proposals — published in this article — were adopted. An explanation is given of why the system of assessing the work of elementary schools has been introduced, and instructions are given for testing the knowledge of pupils. The article also explains how to carry out the assessment of the work results of a school as a whole, and how the school should be ranked and categorized following statistical processing of investigation results. Attention is given to the assessment of the work results of elementary schools on the areas of all municipal educational communities — which should be carried out in the 1969—70 academic year. Finally, at the end of the article the author presents a calendar of tasks and affairs connected with the assessment of the work of elementary schools in the 1969—70 school year.

316. Rad u kombiniranim odeljenjima — zaključci (Work of Combined Classes — Conclusions), *Prosvjetni vjesnik*, Zagreb, 1969, No. 7, pp. 125—126.

The Institute for the Advancement of Elementary Education of the Socialist Republic of Croatia held a seminar from 7 to 12 July 1969 for grade teachers working in combined classes (more than one grade in a classroom). On the basis of lectures, discussions and group work the following conclusions — among others — were drawn: The organizational and educational problems of combined classes have been long neglected. Therefore, systematic further professional training must be organized for these teachers. The seminar participants proposed that work should develop: a) through active work groups, b) through regional consultations at teaching centers of teachers training colleges, and c) through Republican and Federal seminars and

symposiums. It is necessary to give special incentive to teachers in combined classes, as well as resolve the financial problems of rural schools with combined classes so that they can autonomously develop within the framework of the school. It was suggested that teachers in combined classes take specialized courses for this type of work. It was also concluded that the Institute for the Advancement of Elementary Education of the Socialist Republic of Croatia organize a seminar next year for teachers working in combined classes, the theme of which would be varied areas of training.

VI. 3. Secondary Education

317. SEČUJSKI, Radivoj and BELA, Marija: Srednje škole u SAP Vojvodini (Secondary Schools in the Socialist Autonomous Province of Vojvodina), *Problemi stručnog obrazovanja,* Beograd, 1969, No. 3, pp. 3—12.

The network of secondary schools in Vojvodina is sufficiently well-developed so that it has been able, in the last few years, to accept over 90% of elementary school graduates. Of the total number of secondary schools in Vojvodina, schools for skilled workers rate 37.1%, technical schools — 15.4%, and agricultural schools — 6.3%. Therefore, 58.8% of the secondary schools in Vojvodina educate cadres for direct production (technicians and skilled workers). Gymnasiums take a high-ranking place in the structure of secondary schools with 18.8%, and all other schools (economics, medicine, teacher training, art, etc.) represent a total of 22.4% of the total number of secondary schools in the Province. The article then discusses the sudden growth in number of secondary school pupils after 1960. It is noteworthy that 12,723 pupils belonging to minority groups are attending secondary schools, and this represents 18.2% of the total number of secondary school pupils. Of this number, 5613 (44.1%) attend classes held in minority languages, and 7110 (55.9%) attend classes held in Serbo-Croatian. The article goes on to treat the teaching staff (by types of schools), school space, and school locations.

VI. 3a. Gymnasium

318. Saopštenje Republičkog sekretarijata za obrazovanje i kulturu Srbije (The Report of the Republican Secretariat for Education and Culture of the Socialist Republic of Serbia), *Mladost,* Beograd, 9 October 1969, No. 677, p. 9.

On 29 September 1969 the Republican Secretariat for Education and Culture of the Socialist Republic of Serbia considered pro-

blems in connection with final exams in secondary schools and the time at which this exam should be introduced. After considering all the opinions expressed in the public discussion on this problem, the Secretariat drew the following conclusions: 1. The new final exam for secondary schools will be introduced in the 1970—71 school year. This decision is in accordance with the stand of the Educational Council of Serbia — which states that only regulations issued by 1 May can be applied in the next academic year; 2. The Republican Secretariat states that the discussions held until now have pointed out the seriousness of this problem, and that widely varying opinions and different viewpoints exist; 3. The Secretariat is of the opinion that discussion on the problem of the necessity and function of the final exam cannot be taken into consideration now as the whole problem is now in its final stage and the agreed upon policy and legal norms are being put into practice. The opinion was also expressed that these problems should eventually be connected with the problem of the relationship of final exams in secondary schools to entrance exams at advanced education institutions.

VI. 3b. Vocational Schools

319. GLADOVIĆ, V.: Godišnja skupština Zajednice ekonomskih škola održana u Kninu (The Annual Assembly of the Community of Schools of Economics Held in Knin), *Školske novine,* Zagreb, 1969, No. 21, p. 2.

The Annual Assembly of the Community of Schools of Economics in the Socialist Republic of Croatia and a three-day seminar were held in Knin. Several lectures were given, among them: "Modern Education — Didactical Achievements in Teaching" and "The New System for Further Teacher Training." The discussion was centered on further professional training for teachers, both from methodological and financial aspects, and on the profile of teachers for secretarial subjects. It was stated that there is no legislature specifying which schools are qualified to train teachers for these subjects and that courses for this teaching profile are not being organized anywhere. For this reason, secretarial subjects are being taught by persons who are not qualified to do so, either professionally or pedagogically, and the need was emphasized for the rapid resolution of this problem.

320. JANKOVIĆ, D.: Otvara se turistički odsek u Ekonomskoj školi u Kraljevu (The Opening of a Department for Tourism at the School of Economics in Kraljevo), *Naša stručna škola,* Beograd, 1969, No. 5, p. 4.

Due to the excellent geographical position and beautiful surroundings of Kraljevo we have everything needed to make this city become a tourist mecca. For this reason new departments have been opened at some secondary schools in Kraljevo. Three years ago, the School for Apprentices opened a hotel and restaurant service course for two occupations, and two generations of pupils have already completed this course. Plans are also being made to open a Department for Tourism at the School of Economics. The syllabus will contain two foreign languages, history of art, and other disciplines which will contribute to the better professional training of future tourism personnel. In the first years of study special attention will be given to learning about our country through excursions and, later on, trips will be made to foreign countries — to those with which Yugoslavia cooperates on a tourist basis.

321. NEŠKOVIĆ, Gliša: Osavremenjivanje nastave matematike u stručnim školama u Srbiji (Modernizing the Teaching of Mathematics in Vocational Schools in Serbia), *Naša stručna škola*, Beograd, 1969, No. 11, p. 5.

In coordinating teaching syllabi and curricula for vocational schools with the provisions of the Law on Secondary Education, modernization of the syllabus for mathematics was carried out by the introduction of new content and a certain condensation of the old. New syllabi will be gradually applied beginning with the 1969—70 academic year in a large number of technical schools as well as in schools for skilled workers. The general tendency of the new syllabus is to bring the teaching of mathematics closer to the achievements of modern mathematical knowledge and its uses. The modernization of teaching mathematics was done by introducing new theories and new conceptions of traditional themes, and by eliminating or reducing material which is not suitable in practice; all those parts which repeat elementary school material have been eliminated. For the purpose of offering assistance to teachers in carrying out this new syllabus, the Institute for Vocational Education of the Socialist Republic of Serbia has organized three seminars for mathematics teachers where explanations are given on key content in the syllabus for first-grade material, as well as instructions for their realization. The lectures covered the following themes: Fundamental Mathematical Logic, Elements of Group Theories, Introductory Knowledge in Geometry, and Geometrical Transformations with Its Uses.

322. PAVIČ, Vladimir: Ekonomska škola u Zadru pred novim razvojem (The School of Economics in Zadar Faces New Development), *Školske novine*, Zagreb, 1969, Vol. 20, No. 17, p. 16.

The Assembly of the Municipality of Zadar has given approval to the School of Economics in Zadar to expand its activities.

Five courses are to be founded in the school: general, tourism, commercial, administrative, and accounting. As the economy on the territory of this municipality is rapidly developing, the school will endeavor to keep in step with the development of the economy. For this purpose, attempts are being made to have this school grow into a tourism-hotel and restaurant and economics-commercial school center. This year 160 pupils have enrolled in the first grade of this school and they have been placed in four classes.

VI. 4. Higher Education

323. CECIĆ, Ivo: Kreditiranje studenata sa aspekta reforme visokog školstva (Student Loans from the Aspect of the Reform of Advanced Education), *Univerzitet danas*, Beograd, 1969, No. 7—8, pp. 50—63.

The system of granting loans to students in the Socialist Republic of Croatia was introduced in 1962 with the founding of the Student Loan Fund. The second stage in the development of the loan system dates back to 1963, when the new Law on Granting Loans to Pupils and Students in the Socialist Republic of Croatia and the Law on the Student Loan Fund were issued. This created the necessary conditions for intensive development of the loan system. A very important component of the loan system is that in granting loans new socio-economic relations are made between the society (creditor) and the creditee. Mutual interests become directly apparent here. The creditor is interested in increasing the effectiveness of school studies, and the student-loan user is stimulated to complete his studies in the shortest possible time. The most important purpose in granting loans is to increase the effectiveness of studies. It has been established that the influence of loans on completion of studies is very high. Of the total number of loan users about 15% do not enrol in the next academic year, while the average number of students not receiving loans and not enroling ranges between 40—45%. One of the tasks of the loan fund is to influence the improvement of the social structure of students. The author goes on to cite several open questions concerning the granting of loans and further orientation of loan policy.

324. CVIJIČ, V.: Učešće grada u Republičkom fondu za kreditiranje studenata (City Participation in the Republican Fund for Student Grants), *Politika*, Beograd, 10 October 1969, Vol. 116, No. 20122, p. 8.

At a meeting of the Educational-Cultural Council of the Assembly of the City of Belgrade held on 9 October, information was reviewed on the present work and new obligations of the City Fund for Student and Pupil Grants. As more than one thousand Belgrade students have received loans from the Republican Loan Fund, the City of Belgrade is obligated to par-

ticipate in depositing finances. As the City Fund for Student and Pupil grants does not have the finances necessary to meet this obligation, this money must then be provided from budget reserves. This information caused an unusually lively discussion in which, among other things, the opinion was expressed that the number of grants is insufficient. Only 330 persons have received grants from the City Fund. For this reason proposals were sent to working organizations, municipal assemblies, and other interested parties to consider the possibility of their participation in investing money in the City Fund for giving grants to future professionals.

325. 10 godišnjica Katedre za mađarski jezik i književnost (The Tenth Anniversary of the Founding of the Department for Hungarian Language and Literature), *Spektar*, Beograd, 1969, No. 42, p. 11.

A celebration was held on the occasion of the Tenth Anniversary of the founding of the Department of Hungarian Language and Literature at the School of Philosophy of the University of Novi Sad. In the last ten years the Department has educated teachers for elementary and secondary Hungarian-language schools, as well as scientists, journalists, editors, translators, radio and television announcers, librarians, etc. The second part of this article deals with other forms of educational work — the scientific and professional advance of teaching staff — and a review of the development of the network of Hungarian schools in Yugoslavia before and after the war.

326. Hiljadu stipendija elektronske industrije (The Electronics Industry Gives One Thousand Scholarships), *Spektar*, Beograd, 1969, No. 45, p. 8.

This brief article discusses the central management organs of the Niš Electronics Industry — which decided to grant one thousand scholarships to university students at electrotechnical, electronics, and machine schools throughout Yugoslavia — four hundred scholarships more than the number given in the last academic year. Five hundred scholarships, the amounts of which will depend upon the average exam results of the students, will be granted to students at the School of Electronics of the University of Niš and to students at electrotechnical schools at other university centers. The management organs of the Niš Electronics Industry, which is now the largest integrated enterprise in Yugoslavia, also made one other decision: to sign a contract with the School of Electronics of the University of Niš on all forms of cooperation — from investments in laboratory equipment to financing graduate studies.

327. Internacionalni seminar "Univerzitet danas" u Dubrovniku ("The University Today" International Seminar in Dubrovnik), *Spektar*, Beograd, 1 August 1969, No. 30, p. 5.

This seminar was held in Dubrovnik from 15 to 25 August, and was attended by 80 foreign and 60 Yugoslav professors from universities and other advanced schools as well as 70 foreign students representing 30 different countries and 10 students from Yugoslavia. The theme of this year's seminar was: "The Position of the University in the Modern Society and University Management." The following subjects were discussed at the seminar: Who is really responsible for university management today; Can the right to university management be given to both a "Nobel prize winner" and "a freshman;" What should be the general and individual rights of professors, associate professors, assistant professors, students, technical personnel, etc.; university financing, etc.

328. Izveštaj Komisije Filozofskog fakulteta u Beogradu o studijama pedagogije (The Report of the Commission of the School of Philosophy of the University of Belgrade on Education Studies), *Nastava i vaspitanje*, Beograd, 1969, No. 3, pp. 277—286.

Beginning with the need for reorganization of education studies, the Department of Education made an analysis of the organization and content of studies in order to establish which measures should be taken for their modernization and improvement. The Department of Education thus collected material on education studies and on the training of teachers and other professionals at domestic and foreign universities. The Department then prepared two proposals on the problems and possible methods for reorganizing education studies at the University. This material was then submitted to the Council of the School of Philosophy where two discussion periods were held by interested teachers from all departments. The Council formed a commission for the purpose of considering the problems of education studies and proposing measures for their improvement. The following report was sent by the commission to the Council of the School of Philosophy: In the course of education studies the following two basic profiles of professionals should be trained: a) experts on problems concerning preschool education and grade teaching, and b) experts on adult education. The greater part of the syllabi and curricula would be identical for both profiles. The students would make their decisions as to specialization in the last two years of study. This article also presents the content of study for both profiles of educators, a proposal for graduate studies and further professional training, and proposals for further educational training for future teachers not in attendance at these groups.

329. Osnivanje pedagoških akademija — značajan korak na putu unapređivanja osnovne nastave i vaspitanja (The Establishment of Teacher Training Colleges — A Significant Step Forward in the Improvement of Basic Education), *Putevi i dostignuća*, Sarajevo, September 1969, No. 1, pp. 1—13.

The Assembly of the Socialist Republic of Bosnia and Hercegovina, at a meeting of the Educational-Cultural Council held on 18 April 1969, issued the Law on Teacher Training Colleges. The Law prescribes the gradual elimination of all lower and higher teacher training schools in the Republic, and that teacher training colleges be founded in Banja Luka, Mostar, Sarajevo, and Tuzla as higher teacher training schools for grade teaching, subject teaching, and for teachers in developmental classes and preschool institutions. The teacher training colleges were opened on 1 September 1969. This article presents the tasks of the college (3 basic tasks: to educate teachers for grade and subject teaching; to cooperate with other institutions on the organization of further professional training for teachers; to organize research activities for the purpose of improving preschool and elementary school education); the structure of studies (which is founded on: 1. a general culture and ideology syllabus, 2. a syllabus for different specializations, 3. a syllabus for pedagogical education); and treats the conception of the study program. The author devotes special attention in this article to close follow-up of studies and exams and to pedagogical and methodological practice which is done in elementary schools. A review is also given of the temporary curricula for the individual study groups.

330. PILJIĆ, Bogdan: Uzajamna zavisnost optimalne veličine fakulteta i visokog kvaliteta univerzitetske nastave i naučnog rada (The Inter-Dependence of Optimal University Size and High-Quality Teaching and Scientific Work), *Univerzitet danas*, Beograd, 1969, No. 7—8, pp. 41—49.

The author first points out the sudden increase in the number of advanced education schools and the number of pupils in the postwar period. The expansion of advanced education is shown in tabular form with data for the 1959—60 and 1966—67 academic years on the number of schools, teachers, and students. This data is given by locations of advanced institutions, by republics, and in total form. Another table is presented, giving a review of the cost of studies at the University of Belgrade in 1965. It may be seen from these tables that in the observed period the increase in number of students in five republics, i.e., university centers, was 11%, and in other locations it increased by eight-fold. An analysis of the cost of studies at the University of Belgrade showed the following: the fewer the students per teacher, the higher the income. In this connection, arguments were presented in favor of university rationalization with a higher number of students. Here the best possible relations must be established: that each teacher receive only that number of students with whom he can work normally, but it is important that the number of students is not underestimated. At the

end, the author speaks of the insufficient participation of teaching staff in scientific work.

331. POPOVIĆ, R.: Deset godina Katedre za mađarski jezik (The Tenth Anniversary of the Hungarian Language Department), *Politika*, 10 October 1969, Vol. 116, No. 20122, p. 10.

The Hungarian Language and Literature Department of the School of Philosophy of the University of Novi Sad will soon celebrate its tenth anniversary. Over 200 graduates from this group are now employed in schools, on newspaper editorial boards, and at radio stations. There are about one hundred students at this group now, where much attention is being devoted to scientific work. The majority of assistant professors and other teaching staff completed their studies at this Department and took further training in Segedin, Budapest, and other places. The Department has received permission to organize a master's degree program for linguistics and, later on, for literature.

332. Prva u Jugoslaviji katedra za kadrove na kompjuterima (The First Department for Computer Operators in Yugoslavia), *Spektar*, Beograd, 1969, No. 40—41, p. 12.

The Higher School of Economics in Varaždin opened the first and, at the moment, only Department in the country which will be engaged in the training of personnel for intermediate and advanced mechanography — work on computers being used in the economy and in social services. The teaching has been organized for full-time and part-time students in Varaždin as well as in teaching centers in Zagreb, Osijek, Pula, Split, and Sarajevo. Preparations are now underway for opening similar centers in other cities. The course at the Higher School of Economics in Varaždin lasts four semesters, and after completion of studies the graduates receive the diploma of economist for the organization and processing of data.

333. Sa kakvim znanjem dolaze svršeni učenici srednjih škola na studije geografije (Geography Knowledge of Secondary School Graduates), *Putevi i dostignuća*, Sarajevo, 1969, No. 1, pp. 53—66.

Secondary school graduates enroled in the 1968—69 academic year at the Department of Geography of the School of Natural Sciences and Mathematics of the University of Sarajevo were subjected to a test in order to establish the level of geographical knowledge of young people who have chosen to be scientists and teachers. This article presents in detail the tests and objective-type problems used, a graphic presentation of test achievement, and a comparative review of secondary school achievement. On the basis of these indicators, the author states that the knowledge of the tested students was very low. The impression was given that neither the syllabi or the textbooks used in the

secondary schools were sufficiently oriented toward investigation and presentation of a problem. The subject of geography would undoubtedly be more modern and more attractive to pupils if more efforts were made to uncover the deeper meaning of natural and social phenomena.

334. SINADINOVSKI, Dr. Jakim: Naučnoistraživački rad skopskog univerziteta i potrebe privrednih organizacija u SR Makedoniji (The Scientific-Research Work of the University of Skopje and the Needs of Enterprises in the Socialist Republic of Macedonia), *Univerzitet danas,* Beograd, 1969, No. 6, pp. 37—60.

The author begins this article with a review of the founding and development of the University of Skopje. He describes the conditions under which the University was founded, the difficulties against which it struggled, the need for teaching staff, and the efforts made to modernize the teaching process in order to provide as many experts as possible for the ever-increasing needs of economic and other branches in the Republic. Statistical data are then presented on the number of students at the University. The author speaks of the scientific research being done at the University as well as at various other scientific research institutions.

335. ŠAPKAREV, J. A.: Stanje i tendencije u nastavno-obrazovnom procesu Skopskog univerziteta (The State and Educational Trend of the University of Skopje), *Univerzitet danas,* Beograd, 1969, No. 7—8, pp. 89—95.

This article treats various problems in the teaching process of the institutions of the University of Skopje. One of the fundamental principles of education at the University is the unity of the teaching process and scientific work. It is the author's opinion that the time has come to stop treating university schools as only teaching institutions because, primarily, they represent a powerful scientific-educational organization. The purpose of university education is not only to give students a heap of facts, but to train them to think creatively. Some of the themes covered in this article are: university staff and a correct selection of cadres for studies; syllabi and curricula; follow-ups of students in the course of their studies; constant contact between the university schools and their graduates; the organization of modern teaching and the use of modern teaching aids; the principle of unity of the teaching process and scientific work at the University; the organization of part-time studies; the integration of identical or related teaching disciplines; the position of students in the process of self-government at the University.

336. ŠIMUNOVIĆ, Toni: Školstvo pod Lovćenom (Education in Montenegro), *Školske novine,* Zagreb, 1969, Vol. 20, No. 24, p. 5.

This article deals with advanced education in Montenegro and the life of Montenegran students, of which there are six thousand (the population of this Republic is about half a million). Of these six thousand, four thousand are studying in other republics and the remaining two thousand are at the Schools of Economics and Technology of the University of Titograd, the Higher Maritime School in Kotor, and at the Teachers Training College in Nikšić. The author treats in detail the reasons which caused the founding of these advanced education institutions in Montenegro. Data is also given on the number of enrolled students (at the Teachers Training College there are about 300 full-time and part-time students; at the University School of Economics there is an annual enrolment of 250 students, but this year it has gone up to 400), as well as the number of graduates (in the last ten years 99 persons were graduated from the University School of Technology in Titograd; 1028 students were graduated from the Higher Maritime School).

337. Veliko interesovanje za više škole u Beogradu (Interest in Higher Schools in Belgrade), *Spektar,* Beograd, 1969, No. 34—35, p. 5.

Pupils who have been graduated this year from secondary schools are very much interested in continuing their education at higher schools, of which there are fifteen in Belgrade. Training at these schools is of two-year duration but, in spite of the high interest shown, the schools will not be able to accept more pupils than it has in previous years due to insufficient space and funds. The Higher Financial-Commercial School and the Higher School of Economics now admit 1050 full-time students and an unlimited number of part-time students. Students graduating from these schools receive the title of economist, and may continue their education at the School of Economics of the University of Belgrade. At the majority of higher schools entrance exams are compulsory for candidates who do not have the required educational background, but secondary school graduates with very good and excellent achievement are excused from these exams. At the Higher School of Geodetics, graduates of the Secondary School of Geodetics, gymnasiums, and other technical secondary schools are excused from the entrance exam, while other candidates must pass a mathematics exam.

VI. 5. Adult Education

338. A. K.: Seminar za eksperte UNESKA u Zagrebu (Seminar for UNESCO Experts in Zagreb), *Andragogija,* Zagreb, 1969, No. 6—8, pp. 80—85.

A seminar was held in Zagreb from 9 to 13 June 1969 for twenty UNESCO experts, functionaries, and international experts on combatting illiteracy. The Yugoslav National Commission for UNESCO delegated responsibility for the preparation

and realization of this seminar to the Center for Adult Education Teachers of the Community for National and Workers' Evening Schools of the Socialist Republic of Croatia. In accordance with suggestions made by UNESCO, the basic purpose of the seminar was to show the methodological approach to functional elementary education for two categories of adults in Yugoslavia: laborers at industrial enterprises and rural agricultural workers. This article describes the form and method of work and the work program of the seminar, as well as a census taken of foreign and domestic participants.

339. FILIPOVIĆ, Dragomir: Radnički univerziteti — 1959—1968 (Workers' Evening Schools — 1959—1968), *Jugoslovenski pregled,* Beograd, 1969, No. 7—8, pp. 333—336.

Workers' evening schools in Yugoslavia are, along with many other such institutions, schools for adult education. Their broad and complex activity in adult education has become a part of the general system of education in Yugoslavia. In the 1967—68 academic year there were 236 workers' evening schools throughout the country, and in the course of that year they organized 9679 seminars and courses for 311,000 enroled persons as well as 20,465 public lectures visited by 1,932,000 persons. Workers' evening schools also organize varied cultural-art activities attended by over two million visitors annually. These schools work very closely with educational centers in economic enterprises. In addition to their activities in the fields of general, socio-economic, and ideological-political education, workers' evening schools are also engaged in vocational education. They assist workers in expanding their occupational qualifications and improving their professional knowledge. There are many uncertified schools at workers' evening schools which offer general and vocational education. This article contains numerous statistical data on the activities of workers' evening schools.

340. KOMNJENOVIĆ, Blagoje: Svrha postojanja i djelatnost Saveznog centra za obrazovanje kadrova u rudarstvu u Tuzli (The Activities of the Federal Center for Educating Mining Cadres in Tuzla), *Andragogija,* Zagreb, 1969, No. 6—8, pp. 62—67.

The first task of the Federal Center for Educating Mining Cadres in Tuzla was to train instructors for on-the-job training. Later, the Center expanded its activity to the elaboration of profiles and programs for on-the-job training. An increasing number of mines have been delegating the Center to profile job posts, elaborate programs, and train instructors. In its seven--year history the Federal Center in Tuzla has cooperated with more than fifty Yugoslav mines. Since 1964 the Federal Center for Educating Mining Cadres has been operating on a self-financing basis and has been expanding its activities. This article describes the study-research work of the Center in the fields of cadres, publication activities, and labor safety.

341. KOŠUTIĆ, Danilo: O radu Narodnog sveučilišta u Dvoru (The Work of the National Evening School in Dvor), *Andragogija*, Zagreb, 1969, No. 6—8, pp. 68—69.

The National Evening School in Dvor, a small rural village in the Socialist Republic of Croatia, has been operating uninterruptedly since 1964. In this five-year period significant results have been achieved in the field of education and culture. The National Evening School now functions through its two organizational units: the Center for Education (literacy, completion of schooling, socio-economic education, and some types of vocational education) and the Center for Culture (movie-taking, library courses, exhibits, performances, lectures, etc.). Here are some data on the activities in the 1968—69 school year: training for various building construction occupations, woodworking, and textile industry jobs was given to 204 pupils; 179 film shows were given for 14,840 visitors; the five exhibits organized were attended by about 8000 persons, etc.

342. MILIVOJČEV, B.: Sticanje i usavršavanje stručnosti u industriji kablova (Instruction and Further Training in the Cable Industry), *Naša stručna škola*, Beograd, 1969, No. 10, p. 5.

The cable industry in Svetozarevo has set up a system of skill levels for workers, each of which demands corresponding training: a) the lowest skill level of production worker demands only elementary school graduation; b) the next level, the semi-skilled worker, requires elementary education as well as completion of a three-month course especially prepared for this level; c) the trained worker, in addition to the prerequisites under b), must also complete a special six-month course; d) the level of skilled worker can be attained in two ways: through various courses and by completing a three-year school for skilled workers in the cable industry. The course for this level is of nine-month duration insofar as the candidate has completed elementary school education and the three- and six-month courses cited under b) and c), making a total of eighteen months; e) the level of professional worker requires all the conditions listed under d) as well as a special six-month course for this level; f) the highest level of skill (the highly-skilled worker), can be attained in two ways: through courses and by completing a special school for highly-skilled workers. These courses are of six-month duration and five such courses (making a total of thirty months) must be successively completed to attain the level of highly-skilled worker.

343. MRVOŠEVIĆ, Radovan: Struktura polaznika u školama za osnovno obrazovanje radnika u Crnoj Gori (The Attendance Structure of Schools for Elementary Education of Workers in Montenegro), *Andragogija*, Zagreb, 1969, No. 6—8, pp. 55—59.

A systematic investigation was made in the Socialist Republic of Montenegro on the attendance structure of schools for ele-

mentary education of workers. The investigation showed that adult education schools operated in seven municipalities during the 1967—68 school year. There were 520 persons in attendance at eighteen classes. The greatest number of those in attendance belonged to the 15 to 35 year-old age group. Their qualification structure is as follows: 39.4% were unskilled, 51.5% were sem-skilled, and 9.1% were skilled laborers. The article also treats the difficulties and problems encountered in the operation of elementary schools for workers in Montenegro.

344. PETREKOVIĆ, Svetozar: Obrazovanje odraslih putem radija (The Radio in Adult Education), *Andragogija*, Zagreb, 1969, No. 6—8, pp. 52—54.

The fact that this year, on the territory of Croatia, there are 40 local radio stations (of which over 15 are in the composition of national and workers' evening schools) clearly indicates that the adult education teachers and the Community of National and Workers' Evening Schools on the territory of this Republic have comprehended the significance of local radio stations in the adult education process. The author states that this is also proof that methods and forms of work with adults are being modernized. It is believed that until now adult education by radio has not developed in a systematic manner, and the author cites several principles which should be maintained in the organization of educational radio programs for adults: a) educational programs should be conceived on the principle of interest (so that those for whom it is not directly intended could also listen); b) the content of educational programs must not be on an excessively low level; c) educational programs should contain elements of the latest achievements in science and technology — which should be presented in a suitable form without the excessive use of technical terminology; and d) experts as well as those persons being educated should participate in the preparation of educational radio programs for adults.

345. UŠČUMLIĆ, Ivica: Rad na stručnom obrazovanju nezaposlenih radnika (Vocational Education for the Unemployed), *Andragogija*, Zagreb, 1969, No. 6—8, pp. 60—62.

The Employment Service in Foča and the Municipal Bureau in Goražde accomplished many tasks during the last year. One of these was work on the vocational education and requalification of unemployed workers. After these studies, a number of workers became employed. In the last year, persons were trained for the building construction, metal-working, textile, and hotel and restaurant trades. According to the data, 244 persons received vocational training. Also, a significant number of workers were requalified for auto repair occupations. The vocational training was done at the Workers' and National Evening School in Foča and at other working organizations. Some of the workers received financial aid to meet the costs of training and

final exams. In order to study the needs and opportunities for implementing this operation, at the end of last year a questionnaire was sent to the majority of unemployed workers on the area of this Bureau. The results of the questionnaire show the earnest desires of the workers and, therefore, various forms of training will be again organized.

346. VUČENOV, Nikola: Obrazovanje u procesu rada (Education in the Labor Process), *Problemi stručnog obrazovanja,* Beograd, 1969, No. 1, p. 53.

It is stated at the beginning of this article that there are two functioning systems for the education of vocational cadres: one, relatively autonomous, is the school system of education; the other is the system of direct education in an enterprise — on-the-job education. Not one of these two systems has been completely developed, and there is not sufficient connection between these two systems of education. In order to unite these two types of education each of them would have to undergo internal changes. Expressing the opinion that the term "education in the labor process" is not sufficiently specific, the author has attempted to first define it (Part I — The Social and Educational Purpose of Education in the Labor Process) and then to specify the function of an enterprise in the field of education (Part II — Principles and Prerequisites for Effective Education in Enterprises). In Part III (which is called "The Range of Development of Education in the Labor Process") the author presents data on the degree to which on-the-job education has been developed in Yugoslavia (of the total of 600 enterprises employing over 5000 workers in our Republic, only 179 have organized internal education programs) and on legislature regulating this problem.

VI. 7. Vocational Guidance

347. MILIĆ, Rodoljub: Program i oblici aktivnosti podgrupe za profesionalnu orijentaciju (The Program and Forms of Activities of the Sub-Group for Vocational Guidance), *Čovek i zanimanje,* Beograd, 1969, No. 119, p. 3.

Each year the members of the sub-group for vocational guidance at the "Miloš Savković" Gymnasium in Arandjelovac show increasing interest in occupational training and information, in raising the level of work, and in gradually mastering the methodological bases connected with vocational guidance problems. The essential characteristic of the activities of this sub-group is its close cooperation with enterprises in the community. On this basis, methodological instructions were prepared for holding interviews in enterprises: a) preparatory phase (includes an interview and becoming familiar with the enterprise); b) visits to enterprises; and c) analyzing the results of talks. The final part of these procedures is the arrangement

and analysis of note. For this purpose special meetings are held which are attended by the other pupils of the Gymnasium. The members of this sub-group also organize exhibits called "Occupational Choice," representing enterprises, the technical creations of the pupils, written assignments, different types of albums, psychological literature, etc. Regular attention is also given to a bulletin board entitled "Vocational Guidance."

348. Rad sa odraslima u Zavodu Požarevac (Work with Adults in the Požarevac Employment Bureau), *Čovek i zanimanje*, Beograd, 1969, No. 121, p. 10.

The Požarevac Bureau of Employment is engaged in work on the labor force and employment, as well as in work with parents on vocational guidance for their children. Group and informative talks are held with the participation of experts, working organizations, and the Bureau; individual sessions are held by request or need; visits to working organizations are arranged in order to study the production process, job posts, and labor conditions; and, finally, the candidates are tested and then come in for discussion periods. The activities of the Bureau are also directed toward working organizations for the purpose of offering assistance in personnel selection. Complete professional teamwork is usually applied for unskilled workers. Many problems originate with the working organizations due to lack of occupational description, refusal to accept workers, etc. Work is also being done on the rehabilitation, schooling, and employment of retarded persons. It is expected that the results achieved will provide conditions for the continued activity and affirmation of this service as well as for more developed work in the area of vocational guidance.

349. ŠUMARAC, Nada: Kako koristimo časove razrednog starešine (How to Use the Grade Adviser Period), *Čovek i zanimanje*, Beograd, 1969, No. 121, p. 8.

The work of the grade adviser is of great importance for vocational guidance. For the purpose of getting better acquainted with his pupils, the grade adviser should more frequently sit-in on classes. It is necessary for him to know how each pupil in the class is making progress, to make all attempts possible for better achievement, correct training, and planned vocational guidance. The Commission for Vocational Guidance prepares the work plan for the whole school, and all advisers for the eighth-grade are members of this Commission. Some of the activities which can be implemented during the grade adviser period are: holding lectures for pupils on factors which should be taken into consideration in occupational choice; investigating the professional aspirations of pupils; testing pupils for vocational guidance; talks with them on the results of testing and opportunities for enrolment at different schools; bringing people from different professions to hold talks so that the pupils can

get clearer pictures of varied occupations; reading literature, showing films and slides, and reading reports written by pupils on the theme of vocational guidance; analyzing reviews of secondary schools in Yugoslavia and their enrolment prerequisites. In addition to this, lectures are also organized for parents on the subject of occupational choice.

350. Upute nastavnicima i orientacioni program za osnovne škole u SR Hrvatskoj (Instructions for Teachers on Vocational Guidance Work with Elementary School Pupils in the Socialist Republic of Croatia), *Čovek i zanimanje,* Beograd, 1969, No. 117, pp. 7 and 10.

The Institute for the Advancement of Elementary Education in the Socialist Republic of Croatia sent the following material to schools: "Instructions for Elementary School Teachers on Vocational Guidance Work with Pupils" and "A School Guidance Work Program for Vocational Guidance and Informing Pupils." It was emphasized that vocational guidance is a complicated process which unfolds through several phases, the principal ones being: the preparatory phase, counseling for occupational choice, and follow-up of the success of the candidates. The elementary school can do most in realizing the preparatory phase for vocational guidance, and should have a special program for giving information to pupils. According to the abilities of the school, this program should envisage the contents, methods, and forms for broad operations, such as: lectures for seventh- and eighth-grade pupils on different professions — with the participation of teachers and production experts, employment bureaus, and other institutions; excursions and organized trips to factories and other enterprises; award contests; organization of exhibits of pupils' work; writing assignments on a theme connected with vocational guidance; the use of films and school radio and television programs connected with vocational guidance; questionnaires to be answered by pupils; group work by pupils; individual sessions with pupils; and work with parents.

VII. CURRICULA AND SYLLABI

351. JANKOVIĆ, Dobrivoje: Neki problemi u vezi sa koncepcijom novog nastavnog plana i programa za škole za kvalifikovane radnike u SR Srbiji (Some Problems Connected with the Conception of the New Syllabus and Curriculum for Schools for Skilled Workers in the Socialist Republic of Serbia), *Naša stručna škola,* Beograd, 1969, No. 5, p. 5.

The draft of the new syllabus and curriculum for schools for skilled workers, which will be submitted to the Republican Assembly for consideration and adoption, is as follows: theoretical general education teaching in the first grade — 21 lessons, in the second grade — 16. and in the third grade — 11 lessons; professional theoretical teaching: in the first grade

— 5, in the second — 6, and in the third grade — 6 lessons; occupational technology: in the first grade — 2 lessons, in the second — 2, and in the third grade — 3 lessons; practical work: in the first grade — 12 lessons, in the second — 16, and in the third grade — 20 lessons. The following new teaching subjects will be introduced into the syllabus and curriculum: foreign language, biology, and chemistry. However, due to the introduction of new subjects the weekly lesson fund for some technical subjects has been decreased, as has the lesson fund for practical teaching in the first and second grades. The question has been raised as to whether or not the needs of the economy have been realistically studied when the number of hours of practical work have been decreased, and whether or not the introduction of biology and chemistry as separate teaching areas is sufficiently justified from the standpoint of actual need in educating this profile of cadres.

352. JERKOV, Milan: Novi nastavni planovi i programi za ekonomske škole u Srbiji (New Syllabi and Curricula for Schools of Economics in Serbia), *Naša stručna škola,* Beograd, 1969, No. 10, p. 6.

The Educational Council of the Socialist Republic of Serbia adopted proposals for the syllabi and curricula to be used in schools of economics, commerce, and tourism. The mutual feature of these syllabi and curricula is coordination with the bases of secondary education, which means the introduction of some new general education knowledge which was not given earlier in these schools. This primarily concerns knowledge in the natural sciences gained through the study of newly-introduced subjects — physics and biology. Both the titles of the subjects and, partly, their contents were changed in all three curricula. The "Serbo-Croatian Language and Literature" subject became "Serbo-Croatian Language and Literature on the Foundations of Art Education," and the content was supplemented by material from the field of esthetic culture. The lesson fund was also increased from 13 to 14. The lesson fund for foreign languages was increased in all curricula from 10 to 12. Other similar changes were also made where indicated.

353. Nastavni plan i program za građevinske tehničke škole (The Syllabus and Curriculum for Building Construction Technical Schools), *Prosvetni glasnik,* Beograd, 1969, No. 9, pp. 999—1051.

This syllabus and curriculum was established by the Educational Council of the Socialist Republic of Serbia. They will be applied in building construction technical schools in the Socialist Republic of Serbia, gradually, beginning with the first grade, in the 1969—70 academic year. This syllabus and curriculum enables pupils to gain the general knowledge necessary for the entire profession; through elective subjects, practical and theoretical, they will gain the professional knowledge and practical training for work in their selected occupations. The course in

schools for educating building construction technicians is organized through a joint general education subject, through joint general occupational subjects, through elective occupational subjects (profile), and through practical teaching. Fourth-grade pupils are obliged to take thirty lessons annually in health training. The practical course is implemented through workshop teaching, which includes the work, procedures, and operations applied in working organizations. Professional practice (summer vacation practice) is based on the principle of linking theory with practice. This is done for twelve days in the second grade, and for twenty-four work days in the third grade. The syllabus is given for theoretical subjects, practical subjects, and professional practice. The content of the final examination given in these schools is also presented.

354. Nastavni plan i program za mašinsku tehničku školu (The Syllabus and Curriculum for Machine Trades Technical Schools), *Prosvetni glasnik*, Beograd, 1969, No. 9, pp. 963—998.

This curriculum and syllabus was established by the Educational Council of the Socialist Republic of Serbia and will be applied at machine trades technical schools in the Republic of Serbia, beginning with the first grade in the 1969—70 academic year. Machine trades technical schools admit persons graduated from eight-year elementary schools. The duration of schooling is four years. In addition to the general aims of education in secondary schools, the realization of this curriculum and syllabus will enable the graduates of these schools to directly begin work at suitable job posts, especially in the metal industry: technical preparation jobs, jobs in the tool design department, in direct production, in the elaboration of technological procedure, at technical control jobs, tool construction, etc. In addition to theoretical teaching, the curriculum also provides for practical teaching with four exercise periods weekly in the first and second grades and three in the third and fourth grades. Extracurricular professional practice is also planned for two-week periods during the second and third grades. The content of the subjects of theoretical teaching, practical teaching, and professional practice is given in the syllabus. Finally, there is also the content of the final examination given in these schools and the manner in which the exam is taken.

355. Prijedlog nastavnog plana i programa za birotehničku školu (Proposal of the Curriculum and Syllabus for Secretarial Schools), *Prosvjetni vjesnik*, Zagreb, 1969, No. 5, pp. 65—84.

The proposal of the curriculum and syllabus for secretarial schools was prepared by the Community of Administration Schools of the Socialist Republic of Croatia. Secretarial schools are four-year secondary vocational schools. In addition to general knowledge, the aim of the school is to offer pupils specific secretarial skills and economic knowledge for independently

carrying out administrative jobs in economic and non-economic working organizations. Schooling is of four-year duration and is intended to prepare intermediate administrative cadres (typists, stenographers, stenotypists, billing operators, etc.). The content of the course in a secretarial school is classified into four areas: general education, professional-theoretical and professional-technical, physical training, and pre-military training. The teaching is carried out on the principle of linking theory with practice. Third- and fourth-grade pupils are submitted to obligatory practice in economic and non-economic working organizations for a period of thirty days.

356. Razrađeni plan i program za nastavu poznavanja prirode i nastavu biologije u osnovnoj školi (The Syllabus and Curriculum for Nature Study and Biology in the Elementary School), *Putevi i dostignuća,* Sarajevo, 1969, No. 1, pp. 110—130.

The syllabus for nature study and biology in the elementary school went into effect in 1959, when the reform of the elementary school was carried out. Since 1964 certain changes have been made in this syllabus, but practice has shown that certain weakpoints exist: the subject-matter is not completely presented thematically and the material has not been well-distributed from the aspect of time. The need has been indicated for certain modifications and for more detailed elaboration of the present syllabus, as well as for better coordination with the texbooks now being used. In the newly elaborated syllabus a system has been developed for numbering lesson themes and for recording the number of lessons necessary to completely work-out a theme. This article also presents the syllabus for nature study in the fourth, fifth, sixth, seventh, and eighth grades, prepared by themes and lessons for the entire academic year.

VIII. AUDIO-VISUAL AIDS

357. 5000 televizora u škole (Five Thousand Television Sets in Schools), *Školske novine,* Zagreb, 3 October 1969, Vol. 20, No. 19, pp. 1—3.

This article describes a discussion held with the Secretary of the Secretariat for Education, Culture, and Physical Culture of the Socialist Republic of Croatia. For several months already the Secretariat has been elaborating an idea on wider use of school television, and has initiated an operation called "Five Thousand Television Sets in Schools." This operation was started for the purpose of achieving a higher level of educational standard as a great number of schools have equipment 15 to 20 years old, the elementary schools in Croatia have only about 1000 television sets, and it is believed that with the introduction of television into schools numerous weakpoints in teaching will be removed. In addition to the Secretariat, a large number of socio-political organizations are participating in

this operation. Talks with television set producers are underway, and very favorable results are expected. Radio-TV Zagreb will allow certain benefits to Croatian elementary schools for television set subscription.

358. Radio-televizijska pedagogija (Radio-Television Education), *Školske novine*, Zagreb, 1969, Vol. 20, No. 24, p. 8.

The news that the Zagreb Radio and Television Station has prepared a methodological handbook for teachers, which is to be a sort of radio-television education, inspired the editorial board of this newspaper to seek more detailed information. The article contains answers to the following questions: what motivated the Zagreb Radio-TV Station to publish such a manual; what areas are covered in this manual; how will it be received and what place will it occupy in modern education? It was learned that this manual is the result of the twenty-year experience of radio-TV educational programs as well as of the experience of Yugoslav educators, psychologists, program authors, and teachers. It does not pretend to be all-encompassing, but it does undoubtedly represent a significant step forward in the modernization of teaching and in the improvement of the teaching process. The manual covers the following themes: the educational-psychological characteristics of teaching and learning with the aid of radio and TV; methods for using radio and TV in the teaching of certain subjects; instructions to teachers on educational method; organizational and technical problems connected with the use of radio and television in the school.

X. POLYTECHNICAL EDUCATION

359. DAMNJANOVIĆ, Vasilije: Sistem proizvodnog obučavanja učenika u radionicama škole (The System of Production Training for Pupils in School Workshops), *Pedagoška stvarnost*, Novi Sad, 1969, No. 8, pp. 508—513.

The organization of teaching the subject of general technical education differs from the organization of work in other disciplines. The specific organization in this area is most expressed in the process of production training for pupils in school workshops. According to the author, this is the reason why varied systems of production training for pupils are applied in Yugoslav schools. As the organization of teaching in school workshops must be coordinated with general educational tasks and must be founded on the teaching syllabus, the author has attempted to define the most important stages in the teaching procedure of a subject. These stages are: 1. Becoming familiar with a work task and its projection (this includes: the repetition and check-up of knowledge attained; setting up the work task; projection of the manner of carrying out the work task; becoming familiar with material and techni-

cal production; organization of work for realizing the work task); 2. Preliminary exercises in work operations; 3. Pupil's production work; and 4. Following-up and marking the work of the pupil.

XII. PHYSICAL EDUCATION

360. B. T.: Unapređenje nastave fizičkog odgoja u Slavoniji i Baranji (The Improvement of Physical Education Courses in Slavonija and Baranja), *Školske novine*, Zagreb, 1969, No. 21, p. 16.

In order to offer as much aid as possible to teachers in the teaching of physical education in elementary schools, the Institute for the Advancement of Elementary Education in Osijek organized one-day seminars for grade teachers; at these seminars problems were elaborated on the condition of grade teaching of physical training, the programming and realization of the sullabus, as well as a practical presentation of the minimal syllabus for first- to fourth-grade pupils. These seminars were attended by 220 teachers. A symposium was organized on the work of school physical culture societies for physical training grade-teachers. The following themes were elaborated: 1) The work of school societies for physical culture, development, realization, and tasks; 2) Self-government in school societies; 3) Contests among school societies; 4) Financing of school societies; 5) The position of physical training teachers in the work of school societies. At this symposium, which was attended by 126 teachers, decisions were made on improvement of the work of school societies for physical culture.

361. HAMZIĆ, Said: Korektivna gimnastika u mojoj školi (Corrective Gymnastics in My School, *Fizička kultura*, Beograd, 1969, No. 7—8, pp. 236—238.

At the time a systematic medical examination was made of the gymnasium pupils in Čajniče it was established that in the first two grades 56% of the pupils had body diformations and poor posture, while this was 53% in the second two grades. These data encouraged the author, who is the physical training teacher in this gymnasium, to organize separate corrective exercises for male and female pupils. These exercises were held three times weekly for those pupils who suffered from kyphosis (curvature of the spine in an anterior-posterior direction) and first- and second-degree flat feet. During the course of subsequent examinations (after about 60 lessons) it was established that excellent progress had been made by the pupils. In this article the author describes work organization and method. In the summary, the author proposes that teachers be patient and enduring, that they select special exercises suitable for different deformities, that they hold consultations with the school physician and, finally, that the check-ups in school clinics be

on a regular basis so that the pupils would have more faith in the possibility of success.

362. NIKOLIĆ, Milutin: Dokumentacija u školskom fizičkom vaspitanju (Documentation on Physical Training in the Schools), *Fizička kultura*, Beograd, 1969, No. 5—6, pp. 193—199.

An innovation in the work of Belgrade teachers in keeping records on pupils is the Work Diary for Physical Training. It is the author's opinion that better opportunities for getting to know the pupils should be created if the Work Diary is to justify its existence, and that essential formation elements should be defined. The best way to do this would be: a) to record data on physical abilities, interests, and pupil inter-relations; b) groupation by classes (following the names of listed pupils the marks, A, B, and C should appear for excellent, average, and poor); c) mutual setting-up of tasks for the school year and orientation results for each class and for each individual pupil; d) mutual selection of means and time-period necessary for realization of tasks; e) the determination of organizational forms of teaching (lesson, additional lesson, leisure time activities, excursions, camping, etc.); f) to confirm and analyze results, as well as means and forms of exercise, and to seek causes for eventual lagging behind; g) to plan future work on the basis of the most recently confirmed analyses and corrections.

363. VRANIĆ, Dr. Jovo and RAIČKOVIĆ, Rade: Naša iskustva i problemi oslobađanja studenata od nastave fizičkog vaspitanja (Our Experience and Problems in Excusing Students from Physical Training Classes), *Fizička kultura*, Beograd, 1969, No. 7—8, pp. 200—205.

The wide selection of sports branches in the physical training course at the University of Sarajevo enables, due to health condition, only a minimal number of students to be excused from these classes. The authors, however, believe that even that number (in the 1966—67 school year, of a total of 4534 first-year students, 92 (or 2.02%) were excused; in the 1967—68 school year this percentage was 5.08, or 203 first-year students excused of a total of 3992) could be much lower if the Center for Physical Culture, which is responsible for organizing physical training classes at the University of Sarajevo, were to form special therapeutic groups. The authors also propose that the Commission for Excusing Students should absolutely be composed of: a physician — specialist for sports medicine, a physician from the students' health service, and a teacher of physical culture.

XIII. PROBLEMS IN EDUCATION

364. JURIĆ, N.: Godišnja skupština Pedagoško-književnog zbora i Savjetovanje o slobodnom vremenu učenika (The Annual Assembly of

the Educational-Literary Council and the Symposium on Leisure Time for Pupils), *Pedagoški rad*, Zagreb, 1969, No. 5—6, pp. 285—286.

The regular Annual Assembly of the Educational-Literary Council of the Educational Society of the Socialist Republic of Croatia was held in Zagreb at the Educators' Club. The Assembly was attended by members of the Society, delegates from 14 Council branches in Croatia, a representative of the Yugoslav League of Educational Societies, and representatives of the Croatian Academy of Arts and Letters. It was stated at the Assembly that in two years the Council will celebrate its 100th anniversary. A report was given on the work of the Management Board, the sections and branches of the Council, and on its publishing activities. On the second day a symposium was held on leisure time for pupils, and the following reports were given: The Importance and Tasks of Using Leisure Time in the System of Education; The Elementary School and Leisure Time for the Child; The Family and Leisure Time for the Child; The Structure of Leisure Time for Children and Adolescents in the Socialist Republic of Croatia; and The Role of the Center for Extramural Training in Solving the Problem of Leisure Time.

365. M. M.: Pokretna izložba „Suvremeno izvođenje nastave tehničkog odgoja" (The Mobile Exhibit "Modern Teaching of Technical Training"), *Školske novine*, Zagreb, 1969, No. 20, p. 7.

The Institute for the Advancement of Elementary Education in Zagreb has undertaken a number of programs for further professional training for teachers and for the improvement of work in schools. During the school year various seminars and consultations were organized, among them one for German language teachers and one for teacher-trainees in schools for adult education. Various types of teaching centers occupy a special place in the activities directed toward further professional training. The most highly developed and most active of them is the Teaching Center for Technical Education which, in the course of this year, has already organized two seminars for fourth-grade work. It will also organize other seminars so that a three- to five-day seminar will be held for work in each of the higher grades of elementary school. An innovation in the work of this Center (which has a permanent exhibit of teaching aids) is the organization of a mobile exhibit called "Modern Teaching of Technical Training," prepared in cooperation with the Croatian School Museum. The exhibit is set up in such a way that the visitors are able to become familiar with teaching aids as well as some typical methods of elaborating teaching themes.

366. MEDENICA, Zora: Akcija koju treba podržati (An Operation Which Should Be Supported), *Prosvetni pregled*, Beograd, 1969, No. 26, p. 18.

The Yugoslav children's newspaper "Kekec" recently came up with an original idea on how to supplement the theoretical knowledge gained by pupils in school with practical-visual activities. "Kekec" proposed an operation to schools for pupil excursions, to be called "Let's Get Acquainted with the Cities of Our Neighboring Countries." Pupils of the "Jovan Miodragović" Elementary School in Belgrade registered for the first excursion. The trip plan was Belgrade—Budapest—Vienna—Bratislava—Budapest—Belgrade. The price was very reasonable and, all-in-all, the excursion was successful. The opinion was expressed that the organizers should continue in this very useful activity.

367. MILEVČIĆ, Spiro: Savjetovanje u Splitu (A Symposium in Split), *Školske novine*, Zagreb, 1969, No. 20, p. 6.

The Republican Secretariat for Education, Culture, and Physical Culture, the Institute for the Advancement of Elementary Education of the Socialist Republic of Croatia, the Republican Educational Community, and the Community of Elementary Schools in Croatia organized a one-day symposium for the purpose of discussing the following problems: 1) implementing the first cycle of further teacher training; 2) assessing the work of elementary schools in the 1969—70 school year; 3) equipping schools with television sets; 4) the operation called "Esthetic Arrangement of Elementary Schools"; 5) information in connection with issuing the Law on Financing Education; 6) agreement between the representatives of the community of elementary schools on programs for the new school year. In addition to the representatives from the abovementioned institutions in Zagreb, the symposium was also attended by educational advisers from regional educational advisory services, representatives of municipal educational communities, the community of elementary schools, municipal administrations from all Dalmatian municipalities, as well as representatives from local teacher training schools.

368. MILOVANOVIĆ, Sveta: Susret pionira Jugoslavije (A Meeting of Yugoslav Pioneers), *Prosvetni pregled*, Beograd, 1969, No. 32, p. 1.

The author gives a brief report on an event connected with 20 October, Belgrade Liberation Day. On that day two thousand Pioneers from all over the country met at Pioneer City at Kobutnjak (near Belgrade) and enjoyed a field-day in a warm and comradely atmosphere. In memory of this meeting, celebrating the twenty-fifth anniversary of the liberation of Belgrade, the Pioneers planted a brotherhood and friendship tree brought from the highest Yugoslav mountain, the Triglav, and then hoed up the earth around six small pine trees (representing the six Yugoslav republics) which were planted in the center of Pioneer City. In the framework of this meeting a photography

exhibit was also prepared showing the life and work of the children in Pioneer City during the last ten years.

369. NEDOVIĆ, Velizar: Struktura porodice i obim znanja učenika (Family Structure and Knowledge Gained by Pupils), *Nastava i vaspitanje*, Beograd, 1969, No. 3, pp. 360—370.

In order to establish the relationship of family structure and the range of pupils' knowledge, in 1964 the Yugoslav Institute for Educational Research and the Educational Advisory Service in Kraljevo carried out an investigation among eighth-grade pupils in elementary schools in the area of Zapadno Pomoravlje and parts of Sandžak. After preparing and elaborating the methodology, techniques, instruments, and course of investigation, three aspects of school work were tested: 1. the knowledge of eighth-grade elementary school pupils in the Serbo-Croatian language, using a test with 80 problems; 2. learning conditions in schools (school equipment, teaching staff, etc.); 3. conditions for learning and pupil achievement as they are formed in the family. The first components of this investigation were relatively quickly elaborated, presented to educators at various seminars and symposiums, and the results were published. The final phase of elaborating the third group of results has been finished just recently. After this explanation in the introductory part, the author of the article analyzes in detail and draws conclusions on specific groups of problems. Thus, for example, the author elaborated the problem of influence of social conditions on pupil achievement; the level of educational background of parents and the knowledge range of pupils; the influence of number of household members, etc.

370. NOLA, Danica: Centar za vanškolski odgoj (Center for Extramural Training), *Pedagoški rad*, Zagreb, 1969, No. 5—6, pp. 257—263.

The Center has founded its work on further treatment of leisure time theory. As the need has been felt to train cadres who will work with young people on various activities during free time, the Center is resolving this problem by holding talks with experts on the manner of training teaching cadres; by organizing and holding constant summer seminars for teachers--Pioneer leaders in schools and for teachers working on dramatic activities with children. The Center has also held several exhibits of toys, organized a number of contacts with toy producers in order to influence production, and has elaborated two scientific themes in preschool institutions: "Domestic--Produced Toys" and "Didactical Aids, Toys, and Materials." The Center has also published several professional publications, initiated the publication of "Art and the Child" journal, and puts out an informative bulletin on its work.

371. OMČIKUS, Milan: Problemi uvođenja produženog boravka učenika u osnovnu školu (The Problems of Introducing All-Day Programs in

Elementary Schools), *Pedagoški rad,* Zagreb, 1969, No. 7—8, pp. 309—320.

The Secretariat for Education, Culture, and Physical Culture in Zagreb, in cooperation with the Center for Economic Development, prepared a questionnaire which was sent in May 1968 to 52,781 parents of Zagreb elementary school pupils for the purpose of establishing just what parents think of all-day programs for schoolchildren. On the basis of the results of this questionnaire the author describes — in the first part of the article — the social, educational, medical, and economic reasons which speak in favor of introducing all-day school programs. The basic motives which caused 43.1% of the parents to come out in favor of all-day programs were: greater opportunity for studying (46.3%), lack of coordination between the workday of the parents and the school day of the children (18.9%), poor conditions for studying at home (13.0%), and poor housing conditions 2.8%). The article goes on to treat the manner of financing all-day programs for pupils in schools, the responsibility of the school for pupil achievement, the rate of development of schools with organized all-day programs, the teachers working in all-day classes, and the structure of their work schedule.

372. PANTIĆ, Drago: Droge na dnevnom redu (Drugs on the Agenda), *Prosvetni pregled,* Beograd, 1969, No. 38, p. 3.

The Belgrade Educational Advisory Institute held a two-day symposium for school principals on the problems of vocational guidance, sex education, and the activities of schools in combatting alcoholism and the use of drugs. This symposium was the first of its kind in the framework of the program of the newly-formed Center. In the report concerning vocational guidance, it was emphasized that it is necessary to begin systematic work in this area as early as the first grade of elementary school, and that all concerned parties should take a hand in this training: the school, family, institutes, and working organizations. In regard to sex education in the school, it was decided to propose the introduction of a special health training subject which would contain elements of sex education, and to form specialized centers where further training for teachers of this subject would be available. In considering the third theme, it was decided that concrete measures should be taken by higher authorities to aid the schools in the resolution of this problem.

373. PRVULOVIĆ, Tihomir: O unapređivanju nastave ispitivanjem prethodnih znanja učenika na početku školske godine (On the Advancement of Teaching by Testing the Previous Knowledge Attained by Pupils at the Beginning of the School Year), *Život i škola,* Osijek, 1969, No. 7—8, pp. 323—344.

This article treats the results and procedures applied in the investigations carried out by the author — beginning with the

1966—67 school year — for the purpose of establishing, on the one hand, the level of previously attained knowledge at the beginning of schooling; and, on the other hand, to establish the level of automation of basic artihmetic operations at the beginning of the third grade, as well as to estabiish the level of previously attained knowledge in grammar and spelling at the beginning of the fourth grade. This detailed report filled with many examples (used in the investigations) should encourage teachers to make similar attempts in order to intensify the teaching process at the beginning of the academic year.

374. RADOVIĆ, Branislav: Vaspitanje za samoupravljanje i društvenu aktivnost (Training for Self-Government and Social Activity), *Problemi stručnog obrazovanja,* Beograd, 1969, No. 3, pp. 36—40.

The Community of Pupils of the "Đuro Salaj" Technical School for Adolescents in Kragujevac issued its regulations on organization and work. The contentsof these regulations are: I — General Provisions; II — Internal Organization of the Community of Pupils; III — Tasks and Work Content; IV — Work Forms and Methods of the Community of Pupils; V — The Community of Pupils and the Tasks of the League of Youth; VI — Transitory and Concluding Provisions. These regulations contain all the features of our social system and the specific social relations in Yugoslavia. The part relating to the internal organization of the Community of Pupils treats the organization, composition, manner of electing leadership, rights and obligations of pupil organs and organizations, internal relations, etc. The Community of Pupils has the task of developing initiative, conscientious discipline, feeling of responsibility for work and achievement in school, to offer aid to teachers in education, to work on the realization of good relations between teachers and pupils and between pupils in the classroom and the school.

375. Sve povoljniji uslovi za školovanje na turskom jeziku (Increasingly Better Conditions for Teaching in the Turkish Language), *Spektar*, Beograd, 1 August 1969, No. 30, p. 5.

The Provincial Executive Council of Kosovo recently deliberated material submitted by the Provincial Institute for Educational Advancement on the problems of teaching in the Turkish language, and it was established at that time that better conditions are being created toward this end. It was decided that further work should be done on providing textbooks and preparing syllabi and curricula for Turkish language and literature for pupils attending technical schools and medical assistant schools. According to the data presented at this meeting of the Executive Council, 2726 pupils attend elementary schools where the teaching is done in Turkish, the majority of which are in Prizren — about 1950. At the beginning of this year the Provincial Institute for Educational Advancement formed a special con-

sultation board for affairs connected with elementary and secondary school teaching in the Turkish language. This consultation board has formed special work groups for elementary and secondary school curricula.

376. T. B. M.: Savetovanje i osnivačka skupština Društva industrijskih pedagoga Jugoslavije (Symposium and Founding Assembly of the Society of Industrial Educators of Yugoslavia), *Prosvetni pregled*, Beograd, 1969, No. 38, p. 5.

A two-day symposium and founding assembly of the Society of Industrial Educators in Yugoslavia. The report "Current Problems and Tasks of Industrial-Educational Theory and Practice" emphasized the essential determinants by which the specifics of industrial-educational functioning are expressed, the need to establish industrial education as a separate educational discipline, the problem of forming professional educational cadres in the field of industrial education, and the organization of scientific work in this educational area. In the Statute of the Society it is stated that the purpose of the Society is to develop and popularize industrial-educational theory and practice, raise the level and modernize the content and methods of educating professional cadres, influence the formation of suitable networks of educational institutions, and encourage cooperation with other institutions and organizations in the field of education.

XV. MANAGEMENT AND FINANCING

377. BRKIĆ, Branko: Nastavnička i razredna vijeća (Teachers' and Class Councils), *Život i škola*, Osijek, 1969, No. 7—8, pp. 368—373.

This article describes the content and methodology of the work of teachers' and class councils in elementary schools on the territory of Valpovo and Donji Miholjac in the Socialist Republic of Croatia. As the professional organs in these schools, the councils — together with the principal and the school pedagog — carry the major responsibility for organizational-teaching activities as well as for all other affairs connected with the teaching process. The titles of this article are: Introduction — Planning the Work of Teachers' and Class Councils — Contents and Work Methods in the Course of the Last Two Years — Weakpoints in the Work of Teachers' and Class Councils.

378. Izdvajanje inspekcijske službe u SR Srbiji (The Formation of a Separate School Inspection Service in the Socialist Republic of Serbia), *Školske novine* Zagreb, 3 October 1969, Vol. 20, No. 19, p. 5.

The idea suggested in the Federal Themes on the Development and Improvement of the System of Education in Yugoslavia that inspection affairs of a management character be isolated from the present educational advisory service and be delegated to special inspection organs attached to socio-political communities

has been put into practice on the territory of Serbia. On the basis of the recently adopted republican Law on Educational Inspection, reorganization of the educational advisory service and establishment of inspection organs are not underway. The principal function of educational inspection is "supervision over maintaining laws and other regulations and over the implementation of prescribed measures in the field of education — except in the sphere of advanced education." Penalties have also been envisaged for hindering the work of educational inspection, for refusal to submit information, and for not carrying out authorized measures. These penalties range from 500 to 3000 new dinars for schools and other working organizations, and from 100 to 500 new dinars for responsible persons in working organizations.

379. MILONJA, Dragutin: Utvrđivanje ekonomske cijene obrazovanja (Establishment of the Economic Cost of Education), *Pogledi i iskustva u reformi školstva*, Zagreb, 1969, No. 5, pp. 1—8.

In the last few years, especially following the introduction of the socio-economic reform, economics has been increasingly becoming a part of education. A special factor in this area is the problem of establishing the cost of education. Before presenting his opinions on the structure and methodology of calculating the cost of education, in the Introduction the author dwells on certain problems connected with the formation of cost of education, emphasizing the need to take a definite stand on these problems before adopting a specific methodology for calculation. In the second part of the article the author analyzes the elements involved in the structure of educational cost. These elements are: 1. The personal incomes of teachers and other personnel; 2. Contractual obligations (interest on loans, taxes, membership fees, etc.); 3. Legal obligations (taxes on the use of city land, water, deductions for the restoration of Skopje, etc.); 4. Material expenses; 5. Building and equipment amortization; 6. Funds: commercial, reserve, and joint consumption. The third part of the article treats the methodology of calculating the cost of education, and in the fourth part the author presents a review of pre-calculations which could help every elementary school to calculate their own cost of education.

380. Preporuka o kreditiranju učenika i studenata (Proposal on Granting Loans to Pupils and Students), *Prosvjetni vjesnik*, Zagreb, 1969, No. 7, pp. 123—124.

The Educational-Cultural Council and the Republican Council of the Assembly of the Socialist Republic of Croatia held a meeting in July 1969 at which they considered the system of granting loans to pupils and students in Croatia. It was established that in the period from 1963 to 1968 significant results were achieved in this area. During that period the Republic allotted 62,230,000 dinars from its budget for student loans.

The annual budget allotment of the Republic increased from three to twenty million dinars. The number of loan users increased from 2140 in the 1963—64 school year to 10,610 in the 1968—69 school year, which means that over 28% of the students in Croatia are studying with the aid of a student loan. For the purpose of further developing this system and resolving certain problems, this Proposal was made. In addition to other things, it is proposed that working organizations, municipal assemblies, educational communities, and socio-political organizations make a joint study of personnel needs and the education of children in their areas, and then take measures necessary for increasing funds for pupil and student loans.

381. U idućoj godini veća sredstva beogradskoj prosveti za oko 16 odsto (Next Year the Funds for Belgrade Education Will Be about Sixteen Percent Higher), *Politika*, 20 December 1969, Vol. 116, No. 20191, p. 10.

At the last meeting of the Executive Council of the Educational Community it was decided that the funds available for Belgrade education in 1970 be increased by 16% as compared with 1969. Taxes deducted for education, which amounted to 3.7% up to now, will be increased to 4%. It is expected that in 1970 Belgrade education will be able to meet its basic needs as it will receive from the Yugoslav National Army funds for school building, finances from child velfare for the construction of children's institutions, as well as funds from other investors. It is also believed that the personal incomes of educational employees will be increased by about 12%.

XVI. LEGISLATION

382. I u Makedoniji Zakon o srednjem obrazovanju (The Law on Secondary Education in Macedonia), *Školske novine*, Zagreb, 3 October 1969, Vol. 20, No. 19, p. 5.

A public discussion was recently held on the draft of the Law on Secondary Education in the Socialist Republic of Macedonia. A number of the provisions in this draft were taken from the present Federal General Law on Education and, with certain changes, from the republican Law on Elementary Schools. According to the draft, the following types of schools may be a part of the system of secondary education: trade schools, technical schools, art schools, and gymnasiums. Trade school graduates may continue their education in the final grades of other secondary schools (in special classes). The possibility of preparatory and completion phases in all schools is also envisaged. Only the diplomas issued by certified schools will be recognized. Secondary schools are to be registered at district courts. The basis for secondary school curriculum and syllabus is to be prepared by the Educational-Advisory Council of the Socialist Republic of Macedonia on a proposal made by the

Republican Institute for Educational Advancement. The bases are common to all types of secondary schools; the elaboration of the syllabus has been delegated to the Republican Institute, and the teachers' council of each school is responsible for its execution. The pupils can, after taking supplementary examinations, transfer from one type of secondary school to another.

383. KOBOLA, A.: Za brže napredovanje talentiranih učenika u osnovnoj školi (For More Rapid Advancement of Talented Elementary School Pupils), *Školske novine,* Zagreb, 1969, Vol. 20, p. 24, p. 11.

This article is a contribution to the discussion being held on changes and supplements to the Law on Elementary Schools in the Socialist Republic of Croatia. The author presents a concrete proposal on how to more effectively resolve the problem of accelerated promotion of talented elementary school pupils. According to this proposal, the first paragraph of Article 8 of the Law should read: "Compulsory education covers eight grades" instead of "Compulsory education is of eight-year duration," the way it is at present. The author is of the opinion that this paragraph should be supplemented by a sentence which interprets the opportunity for academic acceleration, such as: "Schools may provide for the accelerated promotion of above-average and talented pupils according to the regulation on school acceleration." The author supports his proposal by the fact that the opportunity for accelerated promotion of talented and above-average elementary school pupils has already been made legal in some Yugoslav republics (The Law on Elementary Schools of the Socialist Republic of Serbia, Article 70; The Law on Elementary Schools of the Socialist Republic of Slovenia, Article 48; The Law on Elementary Schools of the Socialist Republic of Macedonia, Article 80, Paragraph 2).

384. Pravilnik o polaganju stručnog ispita i oblicima stručnog usavršavanja nastavnika (The Regulation on Taking Professional Exams and Forms of Further Teacher Training), *Prosvjetni vjesnik,* Zagreb, 1969, No. 6, pp. 92—94.

The Educational Council of Croatia, at a meeting held on 16 July 1969, issued the Regulation on Taking Professional Exams and Forms of Further Teacher Training. According to this Regulation, candidates for professional exams are teachers who have completed the prescribed course of education, have at least two years of practical teaching experience, and have completed the prescribed form of further professional training. Professional exams are taken before specially appointed examination commissions. The exam consists of a written and oral part. The oral part confirms whether or not the candidate is familiar with: the methodological problematics of his subject specialty; educational and didactical problems in educational work, the organization and work of educational institutions on the level of the one at which the candidate is employed; the socio-eco-

nomic position of educational institutions within the framework of the socio-political order; the basic regulations governing educational affairs. The second part of this Regulation treats the special forms of further professional training which the schools are obligated to provide for teacher-trainees preparing to take the professional exam.

385. STRINEKA, Pero: Izmjene i dopune Zakona o osnovnoj školi (Changes and Supplements to the Law on Elementary Schools), *Školske novine,* Zagreb, 3 October 1969, Vol. 20, No. 19, p. 4.

Changes and supplements to the Law on Elementary Schools in the Socialist Republic of Croatia is one of the tasks of the Educational-Cultural Council of the Assembly of Croatia in 1970. The implementation of this requires the activities of experts on educational legislature, the broader social public — primarily persons working in elementary schools, the Educational Community, and educational advisory services. The Institute for the Advancement of Elementary Education in the Socialist Republic of Croatia has prepared a list of problems which should be regulated by the new changes and supplements to the Law. This list contains over 20 problems which are believed to be of current importance for legal formulation. In light of the fact that the elementary schools in this Republic now have 630,000 pupils and 23,000 teachers, it is very important that the existing problems in this area be correctly regulated from the legal standpoint. This will undoubtedly contribute to advancement in this field and create a satisfactory legal-educational atmosphere, two factors which will enable the achievement of better educational results in elementary schools.

386. Uputstvo o polaganju završnog ispita u gimnazijama (Instruction for Final Examination in Gymnasiums), *Prosvjetni vjesnik,* Zagreb, 1969, No. 5, pp. 61—63.

This Instruction was prepared by the Republican Secretary for Education, Culture, and Physical Culture of the Socialist Republic of Croatia. The final examination is taken by full-time and part-time pupils who have successfully completed four grades of gymnasium. On the final exam the pupils are expected to show — with the knowledge they have mastered and the ability to use it — that they have reached the level of education envisaged in the syllabus as the final goal of education. Final exams are taken in the summer, spring, and winter, and are composed of three parts: a) homework; b) exam in the Serbo-Croatian language and Yugoslav and World Literature; c) an exam to be chosen by the candidate: foreign language or history (in the socio-philological gymnasium), foreign language or history or mathematics (in the general or educational gymnasium), Latin or Greek (in the classical gymnasium), mathematics (in the mathematics gymnasium). The Instruction defines

the content of homework, how the written and oral exams are taken, how the exams are to be marked, the purpose of the exam committee, and the contents of the final exam certificate.

387. Zakon o pedagoški službi (The Law on the Educational Service), *Objave*, Ljubljana, 1969, No. 2—3, pp. 53—57.

According to the new Law on the Education Service, which became effective on 3 May 1969, the Educational Service in the Socialist Republic of Slovenia is responsible for the inspection of educational activities at training homes, elementary and secondary schools, and other educational institutions; it offers assistance and counseling to teachers on their educational work and for further teacher training; it prepares, studies, and improves the work of educational institutions and supervises the implementation of regulations on the organization and work content of educational institutions. The Educational Service of the Socialist Republic of Slovenia is composed of educational advisers selected by the Institute for Education of the Socialist Republic of Slovenia. This Law prescribes the prerequisites necessary for the occupation of educational adviser as well as the rights and responsibilities of these educational advisers.

XVII. EDUCATION STATISTICS

388. Pregled novih knjiga i članaka iz pedagoških časopisa i listova objavljenih do kraja srpnja 1969 (A Review of New Books and Articles from Educational Journals and Newspapers Published up to the End of July 1969), *Život i škola*, Osijek, 1969, No. 7—8, pp. 415—422.

The bibliography of books contains 16 units. The bibliography of articles was prepared by fields and has a total of 113 units: Preschool institutions (4 units); Class teaching (11 units); Serbo-Croatian language (10 units); Macedonian and Slovenian language (2 units); Foreign languages (4 units); History-geography (2 units); Biologychemistry (7 units); Mathematics--physics (7 units); Training (20 units); Work in minority language schools (1 unit); Following pupil achievement (3 units); Leisure activities (3 units); Didactics-psychology (7 units); Other problems connected with teaching (15 units); and General problems in the field of the school system and education (17 units).